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ABSTRACT

The Kentucky Department of Education has developed the merit rating as a means of providing special recognition to middle school and high school curricular areas that are of superior quality. When a school wishes an area of the curriculum to be considered for a merit rating, the principal requests an evaluation; an evaluation team is selected and conducts an on-site visit. Based on the evaluation team's report and the recommendations of the Superintendent of Public Instruction, the State Board of Education determines which programs deserve merit ratings. The general criteria for evaluation address program administration, philosophy and objectives, class load, teacher qualifications, curriculum, instructional materials, evaluation procedures, facilities, and opportunities for professional growth. These guidelines include the criteria and rating forms necessary to conduct an evaluation. (Author/BW)

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MERIT RATING
GUIDELINES FOR KENTUCKY SCHOOLS

KENTUCKY DEPARTMENT OF EDUCATION
RAYMOND BARBER, SUPERINTENDENT

U.S. DEPARTMENT OF EDUCATION
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September, 1981

MERIT RATING
GUIDELINES FOR KENTUCKY SCHOOLS

Division of Program Development
Bureau of Instruction
Kentucky Department of Education

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MESSAGE FROM THE SUPERINTENDENT

The Department of Education has developed the merit rating as a means of providing special recognition to middle school and high school curricular areas that are of superior quality. The purpose of the merit rating program is to encourage schools to develop programs which offer students the opportunity to participate in quality educational activities.

The Merit Rating Guidelines for Kentucky Schools are designed to measure quality in an area of instruction. The guidelines will also serve as a guide to schools desiring to develop programs that extend beyond state accreditation standards.

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Definition

The Merit Rating is a certificate of commendation recognizing excellence in a curriculum area of a high school or a middle school.

Procedural Information

Step 1

When a school wishes an area of the curriculum to be considered for a merit rating, a request in writing from the school principal should be sent to the Director of the Division of Program Development, Bureau of Instruction, Kentucky Department of Education, Frankfort, Kentucky 40601.

Step 2

Upon receipt of the request, a letter of acknowledgement will be sent to the principal; and a planning conference will be scheduled at the school. The purpose of the conference is for the appropriate program manager in the Division of Program Development to confer with the principal to determine the appropriateness of a merit rating evaluation.

If it is decided that a merit rating evaluation should be conducted, plans will be made for the on-site visit. Program criteria which are designed to point out standards and practices that characterize meritorious programs in the curriculum area and report forms to determine the compliance of the program to the general criteria will be discussed with the principal and given to the teachers for their use in making a self-study of the program.

Step 3

The program manager, in consultation with local school personnel, will select persons to serve on the evaluation team. The Director of the Division of Program Development will send a written confirmation of the evaluation visit and the names of the visiting team members to the principal.

Step 4

No later than three weeks prior to the evaluation visit, the principal will forward to the program manager a copy of the report forms and program criteria for each member of the evaluation team. (See pages 8-16 for a copy of the report forms.)

Step 5

As chairperson of the review team, the program manager will provide each team member with copies of the self-study forms, related information, and an itinerary prior to the visit.

Step 6

Review visit procedures:

(suggested time schedule)

8:30 - 9:15	Orientation meeting with school administrators, instructional supervisor, and curriculum area chairperson, conducted by the program manager.
9:15 - 2:30	Visitation with all curriculum area teachers and support personnel. Each teacher should be visited by at least two team members.
2:30 - 3:30	Wrap-up session by members of the evaluation team to discuss outstanding features, weaknesses, and recommendations in the area.

Step 7

One week after the evaluation visit, team members shall submit a written report of their findings and recommendations to the program manager who then compiles a report and discusses it with the Director of the Division of Program Development.

Step 8

The State Board of Education will act on the Superintendent of Public Instruction's recommendations for merit ratings.

Step 9

After State Board of Education action, the certificate of recognition and the final report of the merit rating evaluation will be forwarded to the principal.

Step 10

To verify maintenance of the program and to identify progress in achieving recommended improvements, the principal shall submit an annual progress report to the Division of Program Development no later than March 15 of each year. After five years the merit rating will be terminated. A new merit rating may be applied for by repeating steps 1-9. See pages 17-20 for a copy of the Annual Status Report forms.

General Criteria

I. ADMINISTRATION

A. Maintain a curriculum area chairperson who receives additional planning time and/or remuneration for performing responsibilities as defined by a job description.

B. Provide for a curriculum area budget to be administered by the curriculum area chairperson pursuant to local school policies.

C. Demonstrate that a superior program in the curriculum area has been maintained for at least two years prior to the evaluation.

D. Give evidence that no more than 20% of the teaching personnel in the area being considered shall be serving that area as part-time teachers.

II. PHILOSOPHY AND OBJECTIVES

The curriculum area has a written philosophy and objectives that is evident in the teaching strategies of each staff member.

III. CLASS LOAD

The ratio of pupils to teachers in the curriculum area shall not exceed an average of 28-1.

Equitable class loads for teachers and maximum learning effectiveness for pupils dictate that no teacher shall be assigned more than 140 pupils per day.*

*Exceptions to the teacher load requirements may be permitted in the performing arts, physical education, or varied scheduling patterns.

IV. TEACHER QUALIFICATIONS

A. All teaching personnel in the curriculum area shall have:

1. a Bachelor's Degree

2. a major or area in the curriculum area

B. Fifty percent of the teaching personnel in the curriculum area shall hold an advanced degree or have completed a fifth year program.

V. CURRICULUM

The curriculum area shall:

A. Provide offerings as required in curriculum area criteria.

B. Have a written plan setting forth the organization, content, strategies, and materials being utilized.

C. Provide breadth of offerings, program continuity, and differentiation in content and strategies based on identified student needs.

D. Offer curricular and extracurricular student activities which provide an extension of the content/skills.

E. Be in compliance with the requirements of the Program of Studies in Kentucky Schools, K-12, pursuant to 704 KAR 3:304.

VI. INSTRUCTIONAL MATERIALS

Instructional materials for the curriculum area shall be available in sufficient quantity to serve as an integral part of the program and shall meet the requirements specified in the program criteria.

VII. EVALUATION

The curriculum area shall be subject to continuous revision based upon such information as:

A. The attitudes students have about the curriculum area.

B. The failure rate in the curriculum area and its causes.

C. Follow-up data on work being done in the curriculum area by former students.

D. Achievement and/or college entrance test data in the curriculum area.

E. The relevancy of the course content to the varying goals of the students.

VIII. FACILITIES

The physical facilities for the curriculum area shall be designed and maintained to promote an effective instructional

program and shall meet the requirements specified in the program criteria.

IX. PROFESSIONAL GROWTH

The curriculum area shall meet the following criteria related to the professional growth of its teaching personnel:

A. Professional Growth Experiences

1. Each full time teacher shall have been actively involved in at least one in-service day annually which was related to that curriculum area.

2. Each full time teacher shall have participated for one day annually in a professional curriculum area workshop, conference, meeting, seminar, or symposium.

B. Professional Library

1. The school shall have a professional library for the curriculum area.

   The professional library shall include subscriptions to at least two national level professional journals in the curriculum area.

   The professional library shall include other publications, research reports, curriculum information, and books in the curriculum area.

MERIT RATING GUIDELINES
Self Study

Instructions

All the following information must be for the current school year and for each of the previous two school years unless otherwise specified.

I. Administration

A. Provide copies of the curriculum area chairperson's job description. Provide class schedules or salary schedules to document either released time or additional salary increment for the chairperson.

B. Provide copies of the budget for the curriculum area.

II. Philosophy and Objectives

Provide copies of the philosophy and objectives for the curriculum area.

III. Class Load

Provide copies of the class load information sheets (Forms enclosed)

IV. Teacher Qualifications

Provide teacher qualification information for each teacher who has taught in the curriculum area during the three year period. (Forms enclosed)

V. Curriculum

A. Provide copies of the offerings for the curriculum area.

B. Provide copies of the written plan for the curriculum area.

C. Provide explanation as to how the curriculum is meeting needs of the varying levels of students.

D. Provide listings of ways the curriculum area is extended through curricular and extracurricular activities.

VI. Instructional Materials

A. Provide copies of inventories of instructional materials for the curriculum area.

B. Provide copies of inventories of instructional equipment specifically for the curriculum area.

VII. Evaluation

Provide explanation of any revisions in courses offered or course content made during the past two years. Attach copies of data gathered, instruments and summaries of the data used as the basis for the revision.

VIII. Facilities

Adequacy of facilities will be determined from the program criteria and the on-site evaluation.

IX. Professional Growth

A. Provide copies of the bibliography for the professional library for the curriculum area.

B. Provide lists of the professional journal subscriptions for the curriculum area.

C. Provide lists of the in-service and workshop activities for each teacher in the curriculum area. (Forms enclosed)

X. Program Criteria

Complete copies of the program criteria self-study for the curriculum area for the current school year. (Forms enclosed)

MERIT RATING EVALUATION
Class Load Information
(First Year - Current)

Please list the curriculum area teachers in the vertical column and the course they teach each period with the student enrollment in each course in the horizontal columns. List the total number of students in appropriate columns (use additional sheets as necessary).

Teachers		Periods 1	2	3	4	5	6	7	Total
1. _____	Subject								
	Class Load								
2. _____	Subject								
	Class Load								
3. _____	Subject								
	Class Load								
4. _____	Subject								
	Class Load								
5. _____	Subject								
	Class Load								
6. _____	Subject								
	Class Load								
7. _____	Subject								
	Class Load								
Total									

MERIT RATING EVALUATION
Class Load Information
(2nd year-Last Year)

Please list the curriculum area teachers in the vertical column and the course they teach each period with the student enrollment in each course in the horizontal columns. List the total number of students in appropriate columns (use additional sheets as necessary).

Teachers		Periods 1	2	3	4	5	6	7	Total
1.	Subject								
	Class Load								
2.	Subject								
	Class Load								
3.	Subject								
	Class Load								
4.	Subject								
	Class Load								
5.	Subject								
	Class Load								
6.	Subject								
	Class Load								
7.	Subject								
	Class Load								
Total									

15

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MERIT RATING EVALUATION
Class Load Information
(3rd year- 2 year past)

Please list the curriculum area teachers in the vertical column and the course they teach each period with the student enrollment in each course in the horizontal columns. List the total number of students in appropriate columns (use additional sheets as necessary).

Teachers		Periods 1	2	3	4	5	6	7	Total
1. _____	Subject								
	Class Load								
2. _____	Subject								
	Class Load								
3. _____	Subject								
	Class Load								
4. _____	Subject								
	Class Load								
5. _____	Subject								
	Class Load								
6. _____	Subject								
	Class Load								
7. _____	Subject								
	Class Load								
Total									

18

17

MERIT RATING EVALUATION
Teacher Qualification Information
(First Year - Current Year)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column.

Teachers	Major (or Area) # of hours	Minor/s # of hours	Support courses # of hours in each	Years of teaching experience (include current year)	Advanced Degree
1.					
2.					
3.					
4.					
5.					
6.					

19 20

MERIT RATING EVALUATION
Teacher Qualification Information
(Second Year-Last Year)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column. List only those teachers who taught last year and are not in this curriculum area this year.

Teachers	Major (or Area) # of hours	Minor/s # of hours	Support courses # of hours in each	Years of teaching experience (include current year)	Advanced Degree
1.					
2.					
3.					
4.					
5.					
6.					

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MERIT RATING EVALUATION
Teacher Qualification Information
(Third Year-2 Years Past)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column. List only those teachers who taught in this curriculum area two years ago and are no longer in this curriculum area.

Teachers	Major (or Area) # of hours	Minor/s # of hours	Support courses # of hours in each	Years of teaching experience (include current year)	Advanced Degree
1.					
2.					
3.					
4.					
5.					
6.					

MERIT RATING EVALUATION
Professional Growth Information
(First Year-Current Year)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column (use additional sheets as necessary).

Teachers	Professional Growth Experiences in the curriculum area		Professional Subject-Area Organization	Special recognition, awards, honors, offices held, etc.
	District	Prof. Subject Area Organization		
	date, place, topic	date, place, topic	Member of	
1.				
2.				
3.				
4.				
5.				
6.				

MERIT RATING EVALUATION
Professional Growth Information
(Second Year-Last Year)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column (use additional sheets as necessary).

Teachers	Professional Growth Experiences in the curriculum area		Professional Subject-Area Organization	Special recognition, awards, honors, offices held, etc.
	District	Prof. Subject Area Organization		
	date, place, topic	date, place, topic	Member of	
1.				
2.				
3.				
4.				
5.				
6.				

MERIT RATING EVALUATION
Professional Growth Information
(Third Year-Two Years Past)

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column (use additional sheets as necessary).

Teachers	Professional Growth Experiences in the curriculum area		Professional Subject-Area Organization	Special recognition, awards, honors, offices held, etc.
	District	Prof. Subject Area Organization		
	date, place, topic	date, place, topic	Member of	
1.				
2.				
3.				
4.				
5.				
6. 29				30

MERIT RATING

ANNUAL STATUS REPORT
YEAR ____

School: _____ District: _____

Curriculum Area: _____ Number of teachers in curriculum area: _____

Chairperson: _____ Principal: _____ Phone _____

Please use this form, the annual report on the merit rating(s) for your school. Return the form to the Division of Program Development by March 15.

	Yes	No	Comments
I. Administration			
Is there a curriculum area chairperson?			
Is there a curriculum area budget?			
Has the program been established at least two years?			
II. Philosophy and Objectives			
Is there a written philosophy and objectives for the curriculum area?			
III. Class Load (Complete separate form--page 18			
IV. Teacher Qualifications (Complete separate form--page 19			
V. Curriculum			
Does it exceed current accreditation requirements?			
Is there a written plan?			
Are student activities included?			
VI. Instructional Materials			
Is there a sufficient quantity?			
VII. Evaluation			
Are student attitudes surveyed?			
Are statistics available on the failure rate?			
Is follow-up data available?			
Is achievement and/or college entrance test data available?			
Is course content examined for relevancy?			
VIII. Facilities			
Do the facilities provide for an effective program?			
IX. Professional Growth			
Is the professional library housed in the school?			
Does it include two professional journals in the curriculum area?			
Does it include other publications, etc. in the curriculum area?			
(Complete separate form--page 20			

MERIT RATING EVALUATION
(Class Load Information)

Please list the curriculum area teachers in the vertical column and the couse they teach each period with the student enrollment in each course in the horizontal columns. List the total number of students in appropriate columns (use additional sheets as necessary).

Teachers		Periods 1	2	3	4	5	6	7	Total
1. _____	Subject								
	Class Load								
2. _____	Subject								
	Class Load								
3. _____	Subject								
	Class Load								
4. _____	Subject								
	Class Load								
5. _____	Subject								
	Class Load								
6. _____	Subject								
	Class Load								
7. _____	Subject								
	Class Load								
Total									

MERIT RATING EVALUATION
Teacher Qualification Information

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column. (Use additional sheets as necessary)

Teachers	Major (or Area) # of hours	Minor/s # of hours	Support courses # of hours in each	Years of teaching experience (include current year)	Advanced Degree
1.					
2.					
3.					
4.					
5.					
6.					

MERIT RATING EVALUATION
Professional Growth Information

Please list the curriculum area teachers in the vertical column and provide the requested information about each teacher in the horizontal column (use additional sheets as necessary).

Teachers	Professional Growth Experiences in the curriculum area		Professional Subject-Area Organization	Special recognition, awards, honors, offices held, etc.
	District	Prof. Subject Area Organization		
	date, place, topic	date, place, topic	Member of	
1.				
2.				
3.				
4.				
5.				
6.				

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PROGRAM CRITERIA
ART EDUCATION

If art in education is to contribute effectively to the development of personal expression, qualitative aesthetic judgement, cultural understanding, and visual discrimination, then professional imperatives need to be continuously redeveloped as society changes.

Constant evaluation and redesigning of all components of the curriculum K-12 is imperative for adequate direction in implementing a program which leads to a good life for each individual under the auspices of the learning environment.

Content of the art education program should contain objectives which provide every student opportunities to develop in:

cultural understanding
aesthetic values
perceptive awareness
discovery
imagination
self-understanding
a relation to one's world
the development of skills and techniques for satisfaction through self-expression

Because of individual differences in schools and communities the design of the art programs may vary. The following criteria for art education should be used in addition to the more general Merit Rating Guidelines as a means of answering the quality of the art program in a particular school. The following items represent standards of quality that must be attained if a program is to be considered meritorious.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that corresponds to your judgement of the level of implementation of each item listed.

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation
NA - not apply

I. ADMINISTRATION

1. A plan for a system-wide program in art education, Kindergarten-twelfth grade, is on file in the central office.....1 2 3 4 5 NA

2. The plan contains goals, objectives, a list of suggested activities and a method of evaluation.....1 2 3 4 5 NA

3. The plan provides for experimental or innovative learning opportunities designed for unique school situations.....1 2 3 4 5 NA

4. A copy of the plan is on file in each individual school.....1 2 3 4 5 NA

5. Each art teacher has a copy of the plan.....1 2 3 4 5 NA

6. The art program is directed by:

   A. An art teacher.....1 2 3 4 5 NA
   B. An art consultant or an art supervisor.....1 2 3 4 5 NA
   C. A classroom teacher.....1 2 3 4 5 NA
   D. Team teachers.....1 2 3 4 5 NA

7. A budget is provided to implement and maintain the plan.....1 2 3 4 5 NA

8. The high school maintains an art program with a minimum of one art teacher and adequate facilities for every five hundred students.....1 2 3 4 5 NA

9. The middle school provides art experiences with a special art teacher, adequate facilities, and a minimum of 120 minutes per week for every student.....1 2 3 4 5 NA

10. The elementary school provides a minimum of 120 minutes of art per week for students.....1 2 3 4 5 NA

11. There is evidence that a superior program has been maintained for at least two years prior to a merit evaluation.....1 2 3 4 5 NA

12. A merit program is based on a strong foundation program (which includes the elementary and middle schools).....1 2 3 4 5 NA

II. PHILOSOPHY AND OBJECTIVES

The curriculum area does have a written philosophy and objectives which are described in the plan and is evidenced by the beliefs of the teaching personnel and student comments.....1 2 3 4 5 NA

III. CURRICULUM

1. A system-wide planned art program, developed around the Kentucky Art Education Guidelines is designed to meet individual school needs, Kindergarten-twelve is on file in the office.....1 2 3 4 5 NA

2. The plan contains objectives which provide every student (which includes individuals with specific needs) opportunities to develop through the components as listed in the introductory statement.....1 2 3 4 5 NA

3. Each individual school has written evidence of a degree to which the stated objectives have been attained.....1 2 3 4 5 NA

4. There is evidence that the parent, the administrator, the classroom teacher, the special art teacher is aware of the value of art education to life - to the curriculum.....1 2 3 4 5 NA

5. Visual exhibits portray that art is not confined to an isolated art room but radiates halls and classrooms with student individual expressions.....1 2 3 4 5 NA

6. Art can be and is taught in relation to other subject areas.....1 2 3 4 5 NA

7. The program provides experiences for all students to grow in an understanding of art.....1 2 3 4 5 NA

   A. Art experiences are provided for all students in a continuous pattern; kindergarten-twelve.....1 2 3 4 5 NA

   B. Art experiences become elective in nine-twelve.....1 2 3 4 5 NA

   C. Art experiences are interrelated with other subject areas.....1 2 3 4 5 NA

   D. Art experiences are integral parts of experimental projects.....1 2 3 4 5 NA

8. The art program content provides for learning opportunities through:

   A. Learning about art through studying the art of past and present cultures.....1 2 3 4 5 NA

B. Art criticism (developing the ability to talk intellectually about works of art).....1 2 3 4 5 NA

C. The making of art (expression of one's inner feelings in a satisfactory manner).....1 2 3 4 5 NA

D. Perception - learning to see and understand one's world through the five senses.....1 2 3 4 5 NA

E. Evaluation - a continuous process through experience in the classroom that continues in every day life - throughout life.....1 2 3 4 5 NA

F. Appreciation - the final product of the art program which comes through understanding and involvement. The art program should strive for quality products but greater still would be a foundation that prepares individuals to live an appreciative life. Is there evidence of this?.....1 2 3 4 5 NA

9. There is evidence that the program is extended beyond the maximum guidelines.....1 2 3 4 5 NA

10. Opportunities for learning experience involving the mandated programs are incorporated in the learning experiences.....1 2 3 4 5 NA

IV. MEDIA, TOOLS, AND EQUIPMENT

1. Art media are available in a media center:

A. Manipulative materials.....1 2 3 4 5 NA
B. Audio-visual aids.....1 2 3 4 5 NA
C. Visual aids.....1 2 3 4 5 NA
D. Instructional television.....1 2 3 4 5 NA
E. Printed materials.....1 2 3 4 5 NA
F. Copies from state textbook adoption list are available as resources.....1 2 3 4 5 NA

2. Tools for skill development are available:

A. Brushes.....1 2 3 4 5 NA
B. Scissors.....1 2 3 4 5 NA
C. Easels.....1 2 3 4 5 NA
D. Knives.....1 2 3 4 5 NA
E. Paper cutters.....1 2 3 4 5 NA
F. Necessary tools for other projects.....1 2 3 4 5 NA

3. Equipment:

A. Kiln (large top loading).....1 2 3 4 5 NA
B. Potters Wheels.....1 2 3 4 5 NA
C. Looms.....1 2 3 4 5 NA
D. Printing Press.....1 2 3 4 5 NA
E. Heavy work tables.....1 2 3 4 5 NA
F. Drying racks.....1 2 3 4 5 NA

V. EVALUATION

1. Evaluation is used to design student activities.....1 2 3 4 5 NA

2. Evaluating student accomplishment is an integral part of the teaching-learning activities.....1 2 3 4 5 NA

3. Students participate in evaluating their own progress and in the progress of other students.....1 2 3 4 5 NA

4. Student portfolios are used to evaluate student achievement.....1 2 3 4 5 NA

5. Self-evaluations are used to evaluate activities.....1 2 3 4 5 NA

6. Respect for student art throughout the school reflects student attitudes for his work and for the work of his peers.....1 2 3 4 5 NA

VI. FACILITIES

Adequate facilities are provided for:

1. A special art room:

A. 50 square feet of work space per student.....1 2 3 4 5 NA
B. Island or peninsula sinks (plaster traps).....1 2 3 4 5 NA
C. Display space.....1 2 3 4 5 NA
D. Storage space.....1 2 3 4 5 NA
E. Electrical outlets.....1 2 3 4 5 NA

2. Open classroom:

A. Work area.....1 2 3 4 5 NA
B. Storage space.....1 2 3 4 5 NA
C. Display space.....1 2 3 4 5 NA
D. Easels or paint area.....1 2 3 4 5 NA
E. Hot and cold water.....1 2 3 4 5 NA

3. Self-contained classroom:

A. Work space.....1 2 3 4 5 NA
B. Storage space.....1 2 3 4 5 NA
C. Hot and cold water.....1 2 3 4 5 NA
D. Display space.....1 2 3 4 5 NA
E. Easels and paint area.....1 2 3 4 5 NA

VII. PROFESSIONAL GROWTH

1. The art teacher(s) is a member and participates in professional organizations.....1 2 3 4 5 NA

2. The art teacher is active in various continuing education:

A. In-service programs.....1 2 3 4 5 NA
B. Exploratory or experimental projects.....1 2 3 4 5 NA
C. Advanced degree studies.....1 2 3 4 5 NA
D. Participants in state department projects for improving education.....1 2 3 4 5 NA
E. Community projects.....1 2 3 4 5 NA

3. Professional Library:

A. The art teacher aids the media specialist in maintaining a variety of art instructional media for teachers and students.....1 2 3 4 5 NA

PROGRAM CRITERIA

ENVIRONMENTAL EDUCATION

I. Administration

_____ A. An environmental education coordinator has been designated and receives additional planning time and/or remuneration for performing responsibilities as defined by a job description.

_____ B. A program budget has been adopted.

_____ C. The environmental education coordinator provides workshops, seminars and inservice programs that are available to teachers in environmental and/or energy education.

_____ D. The environmental education coordinator disseminates community resource inventories to school personnel, interested groups and individuals.

_____ E. Letters of support from local resource agencies and private citizens are provided to document evidence of school and community interaction.

_____ F. The school has established an environmental education committee and include in its membership non-school personnel selected from the community resource inventory list.

_____ G. Provide evidence that a superior program in the curriculum area has been maintained for at least two years prior to the evaluation.

_____ H. Give evidence that 20% of the teaching personnel within the school being considered is involved in the environmental program.

II. Philosophy and Objectives

A. The environmental education program has a written philosophy and objectives which are evidence in the beliefs of the teaching personnel concerning pupils, curriculum, learning, and the instructional process.

III. Class Load

A. The average ratio of pupils to teacher does not exceed 28-1 with no class exceeding 35 pupils.

IV. Teacher Qualifications

A. All persons teaching environmental education have:

_____ Bachelor's degree

_____ Specialized training in environmental and/or energy education.

_____ B. Fifty percent of the teaching personnel in the environmental education program hold an advanced degree or have completed a a fifth year program.

_____ C. New teachers within the school undergo a special orientation to the environmental education program as well as the school in general.

V. Curriculum

_____ A. Have a written plan setting forth the organization, content strategies, and materials being utilized. This includes a course catalog with a description of each course offered and when appropriate the prerequisites for the courses.

_____ B. Provide breadth of offerings, program continuity, and differentiation in content and strategies based on identified student needs.

_____ C. When courses are offered for which there is no standard textbooks and laboratory guide, a curriculum guide is made available. For example, a special twelve week course in examining community resources or field techniques in ecology might be offered as part of an advance social studies or science course. Any guides or instruction packets shall be provided to the Department of Education as evidence and documentation that a Merit Environmental Education Program is operating in that particular district.

_____ D. Offer curricular and extracurricular student activities which provide an extension of the content/skills. These should be extended through the following:

Examples:

_____ 1. Environmental or energy club.

_____ 2. Development and use of an outdoor classroom on or near the school site.

_____ 3. Use of a residential or day camp program on or near the school site.

____ 4. Use of regular field trip assignments which familiarize students with available community resources and local environmental and energy issues

____ 5. Use of at least one environmental study area beyond the school campus, i.e., using a community site as the study area

____ 6. Participation in the Courier Journal-Louisville Times Conservation Essay/Poster Contest

____ 7. Participation in the summer conservation youth camps

____ 8. Involvement with or participation with the many established environmental/energy groups in this state

____ 9. Special guest speakers

____ 10. Participation in the environmental and energy projects as listed in the Scout organizations and the 4-H Clubs

____ 11. Participation and/or recognition of special days set aside for observance of environmental or energy awareness, i.e., Arbor Day, National Energy Education Day, Earth Day, National Wildlife Week, etc

____ 12. Awards and outstanding achievements by students and teachers in environmental and energy projects

____ 13. Grant awards of student research projects

Documentation of the above activities shall include the following:

a. Name of sponsoring teacher or orangization

b. Name of activity

c. Copies or records of any media coverage, newspaper clippings, radio or t.v. interview

d. Date and place of activity

e. Number of students participating if the activity is a group/class activity, otherwise the name of the participating student

f. A copy of written student research projects or abstracts if produced

____ E. Teachers from various grade levels or curriculum areas plan together to develop a sequential program in environmental and/or energy education.

VI. Instructional Materials

A. Instruction materials for the program are available in sufficient quantity to serve as an integral part of the program.

B. The environmental education coordinator maintains current inventory of equipment supplies and audio-visual equipment. The inventory list shall be attached to this document.

C. A designated resource center for environmental education to house current and up-to-date materials on the following:

_____ 1. Curriculum programs in environmental education

_____ 2. Current newsworthy environmental/energy issues

_____ 3. Background facts and information on general ecological principles

_____ 4. Films, periodicals, books, magazines on environmental issues

_____ 5. Field equipment necessary for outdoor study

VII. Evaluation

The program shall be subject to continuous revision based upon such information

_____ A. Several students within the school comment in writing on their perceptions of the environmental education program in regard to the regular courses of study.

_____ B. Course offerings are constantly revised to accomodate the varying goals of students. This may be reflected in the topics selected through independent study, course enrollments and a summer program where appropriate.

_____ C. Different methods of evaluation are used to determine the needs and accomplishments of students.

VIII. Facilities

The physical facilities are designed and maintained to promote an effective instructional program

XI. Professional Growth

_____ A. Each full time teacher in the program has been actively involved in at least one in-service day annually which was related to environmental and/or energy education.

_____ B. Each full time teacher in the program has participated for one day annually in a professional curriculum area workshop, conference, meeting, seminar or symposium. Vacation trips are not considered a part of the professional growth experience unless it can be proven by adequate documentation that it relates directly to environmental education and aids in the improvement of the classroom instructional program.

_____ C. A professional library is maintained in environmental education.

PROGRAM CRITERIA
FOREIGN LANGUAGES

Because of the variance among the subject area departments in every school, the following program criteria for foreign languages should be used in addition to the Merit Rating Guidelines For Kentucky Schools as a means of assessing the quality of the foreign language program in a particular school. The following items represent standards of quality that must be attained if a program is to be considered meritorious.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that corresponds to your judgment of the level of implementation of each item listed.

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation

I. ADMINISTRATION

The foreign language area is in compliance with the requirements listed in the general Merit Rating Guidelines as well as in the Guidelines for Foreign Language Programs in Kentucky..... 1 2 3 4 5

Comments:

II. PHILOSOPHY AND OBJECTIVES

1. The Foreign Language Department's philosophy includes a rationale for maintaining the program.....1 2 3 4 5

Comments:

2. Teachers cooperatively determine philosophy and objectives for the foreign language program.....1 2 3 4 5

Comments:

III. ORGANIZATION

1. The foreign language curriculum is planned within the broad framework of the Guidelines for Foreign Language Programs in Kentucky by a cooperative effort of teachers and the school administration..1 2 3 4 5

Comments:

2. Teachers meet regularly as a department to evaluate the effectiveness of the total program.....1 2 3 4 5

Comments:

3. An organized program for the foreign language is set forth in a continuously used and revised teaching guide.....1 2 3 4 5

Comments:

4. The foreign language program has the necessary flexibility, such as individualized instruction, to meet the needs and interests of all students.....1 2 3 4 5

Comments:

IV. INSTRUCTIONAL PROGRAM

1. The progressive development in the linguistic skills of listening, speaking, reading, and writing of a second language, and knowledge of the culture follows the "Foreign Language/ESL Skills Continuum" as contained in Skills Continua, published by the Kentucky Department of Education Bureau of Instruction.....1 2 3 4 !

2. Individual student needs and interests determine the priority and progression of the language skills at the elementary as well as the more advanced levels of language instruction.....1 2 3 4 5

Comments:

3. Instructional materials indicate a multi-disciplinary approach including fine arts and the humanities in the teaching of another culture.....1 2 3 4 5

Comments:

4. Students develop the skill to identify cultural differences.....1 2 3 4 5

Comments:

5. Students develop the skill to apply the knowledge gained in the study of another culture to the problems and questions raised about the students' own cultural environment.....1 2 3 4 5

Comments:

6. Students learn to develop value preferences in the study of another culture.....1 2 3 4 5

Comments:

7. Students are encouraged to work in small and large groups (role-playing, simulation games, conduct interviews in the foreign language).....1 2 3 4 5

Comments:

8. Pupils acquire skills in the use of reference materials and methods of work needed for independent work in the classroom/and or library.....1 2 3 4 5

Comments:

9. Students are encouraged to produce dramatic productions, participate in regional and state foreign language festivals, and attend summer programs at home and/or abroad.....1 2 3 4 5

Comments:

V. RESOURCES

1. A variety of multi-media materials enrich the teaching of foreign languages (e.g. films, filmstrips, pictures, ETV, transparencies, class handouts, magazines, newspapers, etc.).....1 2 3 4 5

Comments:

2. Foreign languages teachers work closely with the central library and materials center in the selection and use of free and inexpensive materials.....1 2 3 4 5

Comments:

3. Teachers and students plan ways of bringing human and material resources of the community into the school.....1 2 3 4 5

4. Teachers and students utilize available resources of local community through planned visits to points of interest.....1 2 3 4 5

Comments:

5. Teachers and librarians study and recommend textbooks, related materials and reference shelf books in the foreign languages.....1 2 3 4 5

Comments:

6. Teachers, students, and librarian cooperatively plan the foreign language reading program to meet needs and interests.....1 2 3 4 5

Comments:

VI. EVALUATION

1. Methods of evaluation in measuring foreign language skills development are conducted within the broad framework of the Guidelines for Foreign Language Programs in Kentucky..1 2 3 4 5

Comments:

2. Methods of evaluation are effective in measuring the understanding of values and attitudes of another culture..1 2 3 4 5

Comments:

3. Evaluating and recording class and individual accomplishment are an integral part of the teaching-learning activities..1 2 3 4 5

Comments:

4. Evaluation is pursued through oral and written, subjective and objective means.....1 2 3 4 5

Comments:

5. Students participate in the evaluation of their own progress.....1 2 3 4 5

Comments:

6. Consistent effort is made through the use of testing devices to determine the abilities of all students in reading, writing, speaking, and listening.....1 2 3 4 5

Comments:

7. Evaluation of students' use of language is based on observation by the teacher as well as on results of standardized tests.....1 2 3 4 5

Comments:

8. Evaluation is used to identify students needing remedial instruction.....1 2 3 4 5

Comments:

9. In evaluating speaking and writing, emphasis is given to content, organization, quality of thought as well as to mechanics.....1 2 3 4 5

Comments:

10. Ability to work in groups is evaluated.....1 2 3 4 5

Comments:

11. Careful checks are made to determine comprehension of independent reading.....1 2 3 4 5

Comments:

12. Both teachers and students recognize that tests are used to reveal strengths and to suggest areas for further study.1 2 3 4 5

Comments:

13. Teachers use evaluation results as one index of their own teaching effectiveness and plan their instruction accordingly.....1 2 3 4 5

Comments:

VII. FACILITIES AND EQUIPMENT

1. Each foreign language teacher has the same classroom assigned for the entire day.....1 2 3 4 5

Comments:

2. Each classroom is equipped with adequate book shelves that are readily accessible to students.....1 2 3 4 5

Comments:

3. Each classroom is equipped with adequate storage space for the teacher including a locked cabinet.....1 2 3 4 5

Comments:

4. Each classroom is equipped for the utilization of audio-visual materials.....1 2 3 4 5

Comments:

5. Adequate tables, display and chalk boards are contained in each classroom.....1 2 3 4 5

Comments:

6. The laboratory facility conforms generally to specifications as outlined in the Guidelines for Foreign Language Programs in Kentucky.....1 2 3 4 5

Comments:

VIII. PROFESSIONAL STAFF DEVELOPMENT

1. Foreign language teachers meet state certification requirements.....1 2 3 4 5

Comments:

2. Teachers meet regularly as a department to coordinate efforts toward improving teaching strategies.....1 2 3 4 5

Comments:

3. Teachers meet regularly as a department to share findings of new foreign language materials.....1 2 3 4 5

Comments:

4. Teachers utilize available professional consultative services for the most effective implementation of instructional materials.....1 2 3 4 5

Comments:

5. Teachers attend and participate in local, regional, state and national workshops which increase professional expertise in the utilization of materials and effective teaching strategies..1 2 3 4 5

Comments:

6. Teachers are members of foreign language organizations which provide journals of information relating to recent professional developments.....1 2 3 4 5

Comments:

7. Teachers are routinely canvassed to ascertain what they view as appropriate and necessary for professional growth via inservice programs.....1 2 3 4 5

Comments:

8. Foreign Language teachers are granted leave time for professional endeavors.....1 2 3 4 5

Comments:

Program Criteria
Health Education

DIRECTIONS TO SELF-EVALUATORS

Introduction

The purpose of this instrument is to enable a school district team or committee of administrators, teachers, parents, students, and community health personnel to engage in a self-appraisal to evaluate their comprehensive school health program. The instrument is designed to help them improve their program by correcting weaknesses that may be apparent through the use of this instrument.

The items of the instrument are organized into four categorical areas: Part I, Administration of the School Health Program, Part II, Health Instruction, Part III, School Health Services, and Part IV, Healthful School Environment.

Definition of Terms

The following terms are defined as they relate to this instrument:

Self-Appraisal. A school district team or committee's rating or estimating the status, quality or efficiency of their program against established standards or practices.

Comprehensive School Health Program. The composite of procedures and activities designed to protect and promote the well-being of students and school personnel and conducted under the supervision of local school district personnel. These activities and procedures include those organized in administration of the school health program, health instruction, school health services, and healthful school environment.

Administration of the School Health Program. The leadership and direction of the school district administrative personnel in implementing the policies, practices, and legal responsibilities of the local board of education for establishing, planning, coordinating, and evaluating the comprehensive school health program.

Health Instruction. The second component of a comprehensive school health program, and it is the process of providing a sequence of planned and spontaneously originated learning opportunities comprising the organized aspects of health education in the school or community. (Joint Committee on Health Education Terminology, 1973)

School Health Services. The third component of a comprehensive school health program, and it is the activities and procedures designed to appraise, protect, and promote the health of students and school personnel. It includes health appraisals and counseling, health records, emergency policies, facilities and first aid, medical examinations, immunizations, and communicable disease procedures. (American Medical Association, 1980)

Healthful School Environment. The fourth component of a comprehensive school health program, and it is the promotion, maintenance, and utilization of safe and wholesome surroundings, organization of day-by-day experiences, and planned learning experiences to influence favorable emotional, physical, and social health. It encompasses staff and student relationships, meeting standards for sanitation, safety, lighting, heating and ventilation, and school food services. (American Medical Association, 1980)

Instructions

The self-appraisal instrument for evaluating comprehensive school health programs in the school districts of Kentucky contains 69 items. Each item represents a criterion against which a school district's program can be judged. The criteria are expressed in terms of established standards. Please consider each standard carefully and determine the extent to which your program meets each standard, then circle the number which is indicative of this extent using the scoring scale below.

Extent of Provisions
Made to Meet Standards

5 - Completely	Meets the standard completely.
4 - Extensive	Meets the standard with a high extent of provisions. (75 percent)
3 - Average	Meets the standard with an average extent of provisions. (50 percent)
2 - Limited	Meets the standard with a limited extent of provisions. (25 percent)
1 - None	No provisions are made to meet the standard.

Having rated your program in one area, add the total number of points for that area, and enter it in the space provided. Continue the above process for each of the three other areas. The last page provides space for totaling the scores for all areas and for making suggestions or recommendations concerning the self-appraisal instrument.

PART I

ADMINISTRATION OF THE SCHOOL HEALTH PROGRAM

Standards	Extent of Provisions to Meet Standards
1. A written statement of the school district's policy regarding the comprehensive school health program is available.	. . . . 5 4 3 2 1
2. A staff member at the school district level has been assigned responsibility for coordinating the comprehensive school health program.	. . . . 5 4 3 2 1
3. Responsibilities are defined for all staff involved in the comprehensive school health program (health coordinator, supervisor, principal, teachers, school nurse, and others).	. . . . 5 4 3 2 1
4. The school district provides specific funds in the budget for comprehensive school health programs.	. . . . 5 4 3 2 1
5. The district provides the resources (funding, personnel, materials) necessary to operate the comprehensive school health program.	. . . . 5 4 3 2 1
6. The district comprehensive school health program is coordinated with community health programs. Representatives of the health profession, local health department, as well as students and parents, are involved in the planning and/or implementation of the program.	. . . . 5 4 3 2 1
7. Representatives of the health profession and the local health department are used as consultants in the comprehensive school health program.	. . . . 5 4 3 2 1
8. The school district provides community members and parents with information about the comprehensive school health programs and policies.	. . . . 5 4 3 2 1

Standards	Extent of Provisions to Meet Standards
9. The school district provides opportunities for inservice education for administrators, teachers, support staff, and others regarding the comprehensive school health program.	. . . . 5 4 3 2 1
10. Community and school district resources are utilized for inservice education programs in comprehensive school health education.	. . . . 5 4 3 2 1
11. Appraisal of the comprehensive school health program is undertaken regularly in order to identify strengths and weaknesses in the program.	. . . . 5 4 3 2 1
12. Teachers at the junior and senior high schools teaching health courses have a major or minor in health education.	. . . . 5 4 3 2 1
Possible Score 60 points	Actual Score_____

PART II

HEALTH INSTRUCTION

Standards	Extent of Provisions to Meet Standards
1. The school district's health instruction program centers on promotion and maintenance of wellness rather than illness and disease.	. . . . 5 4 3 2 1
2. The school district's health instruction program is a planned kindergarten through grade twelve continuum with special attention given to scope and sequence of content.	. . . . 5 4 3 2 1
3. The school district's health instruction program includes the following, and the degree of emphasis for each area is based on assessed needs of students:	
(a) nutrition,	
(b) prevention and control of disease,	
(c) mental and emotional health,	
(d) alcohol and drugs,	
(e) consumer health,	
(f) community health,	
(g) personal health,	
(h) accident prevention and safety,	
(i) environmental health, and	
(j) family life..	. . . . 5 4 3 2 1
4. Objectives in terms of student knowledge, attitudes, and behavior related to health have been established at each grade level.	. . . . 5 4 3 2 1
5. The school district has written policies and guidelines to encompass the following aspects of the health instruction program:	
(a) selection and use of instructional materials,	
(b) controversial topics such as sex education, family living, sexually transmitted diseases, and	
(c) consumer education and drug and alcohol education.	. . . . 5 4 3 2 1

Standards	Extent of Provisions to Meet Standards
6. Each school has developed a health instruction plan and curriculum outline including objectives, source of materials, student activities, and suggestions for evaluation meeting the requirements of the school district plan.	. . . . 5 4 3 2 1
7. The school district has developed a plan for inservice education opportunities to implement health instruction as established by curriculum guidelines.	. . . . 5 4 3 2 1
8. In the primary grades (K-3), the health instruction program is coordinated with the ongoing formal instructional program.	. . . . 5 4 3 2 1
9. In the upper elementary grades (4-6), the health instruction program is based on planned units of instruction along with health guidance.	. . . . 5 4 3 2 1
10. All students at the junior high school level receive health instruction for at least one semester or the equivalent.	. . . . 5 4 3 2 1
11. All students at the senior high school level receive health instruction for at least one semester or the equivalent.	. . . . 5 4 3 2 1
12. The school district provides appropriate learning activities for handicapped students such as functional health and safety for secondary students.	. . . . 5 4 3 2 1
13. The school district employs and supports health instruction personnel in sufficient numbers to carry out the health instruction program.	. . . . 5 4 3 2 1
14. A setting conducive to health instruction is provided in each junior and senior high school including an equipped classroom, movable furniture, supplies, and equipment and tables for demonstrations.	. . . . 5 4 3 2 1
15. The school district's health instruction program takes into consideration student interests, parental and community concerns, and specific health areas and issues in an effort to enrich the curriculum with accurate and up-to-date information.	. . . . 5 4 3 2 1

Standards	Extent of Provisions to Meet Standards
16. Students, parents, and community representatives are involved in planning and implementing the district's health instruction program.	. . . . 5 4 3 2 1
17. The school district's health instruction program utilizes a variety of teaching methods such as field trips, lectures, demonstrations, individual learning opportunities, problem solving, value clarification, oral and written reports, learning centers, and others.	. . . . 5 4 3 2 1
18. The school district provides adequate teaching materials such as charts, slides, models, audiovisual aids, etc., for use in the health instruction program.	. . . . 5 4 3 2 1
19. The school district's health instruction materials are current and accurate.	. . . . 5 4 3 2 1
20. Community health resource personnel who visit district school assemblies and classes on health-related topics are screened as to their competence in specialized areas.	. . . . 5 4 3 2 1
21. Potentially controversial health subjects are shared with parents and other members of the community prior to their introduction into the schools.	. . . . 5 4 3 2 1
22. A plan exists for evaluating health instruction in terms of student growth in health knowledge, attitudes toward health and health practices, and health behavior.	. . . . 5 4 3 2 1
23. The results of evaluations are used as a basis for district health curriculum revision and program improvement.	. . . . 5 4 3 2 1
Possible Score 115 points	Actual Score_____

PART III

SCHOOL HEALTH SERVICES

	Standards	Extent of Provisions to Meet Standards
1.	The school district maintains a prevention-oriented health service program for all students.	. . . . 5 4 3 2 1
2.	The district has written procedures for providing school health services.	. . . . 5 4 3 2 1
3.	The school district maintains a vision, hearing, and dental screening program and informs and advises students' parents regarding conditions that require the attention of a specialist.	. . . . 5 4 3 2 1
4.	The school district provides a health office or nurse's room in each school with standard first aid supplies and equipment.	. . . . 5 4 3 2 1
5.	Selected school district personnel are required to have a valid standard first aid certificate and cardiopulmonary resuscitation (CPR) certificate.	. . . . 5 4 3 2 1
6.	The school district has written policies and procedures for providing first aid services.	. . . . 5 4 3 2 1
7.	Emergency medical treatment authorization forms for all students are filled out annually and are on file in each school.	. . . . 5 4 3 2 1
8.	The school district provides an approved cumulative health record for each student.	. . . . 5 4 3 2 1
9.	School district procedures are established for the cumulative health record to follow the student from school to school.	. . . . 5 4 3 2 1
10.	School district procedures are established for teachers to refer to the health coordinator those students whose health appears to deviate from that of the well child.	. . . . 5 4 3 2 1

Standards	Extent of Provisions to Meet Standards
11. Consultation and advice of physicians, dentists, and other health specialists in the community are available as needed to school health services personnel.	. . . . 5 4 3 2 1
12. District school health services are coordinated with those provided in the community.	. . . . 5 4 3 2 1
13. School district procedures designed to help prevent and control disease are established.	. . . . 5 4 3 2 1
14. A valid immunization certificate is required for each student upon enrollment in the school district.	. . . . 5 4 3 2 1
15. Medical examinations, including a tuberculin skin test, are required for each staff member upon initial employment in the school district.	. . . . 5 4 3 2 1
16. Medical examinations are required for each bus driver upon initial employment and each year thereafter.	. . . . 5 4 3 2 1
17. A medical examination is required for each student participating in inter-scholastic athletics.	. . . . 5 4 3 2 1
18. The district's school health services are evaluated periodically.	. . . . 5 4 3 2 1
Possible Score 90	Actual Score_____

PART IV

HEALTHFUL SCHOOL ENVIRONMENT

	Standards	Extent of Provisions to Meet Standards
1.	The school district has established procedures for supervision of general sanitation and safety of all school buildings, grounds, and playground equipment.	. . . . 5 4 3 2 1
2.	School district's buildings, grounds, and equipment are maintained to provide conditions conducive to health and safety of all persons by compliance with statutes and regulations of the department of health, the state fire marshal, and the Kentucky Occupational Safety Health Act.	. . . . 5 4 3 2 1
3.	The school district's heating, air conditioning and ventilating systems, interior and exterior surfaces, sidewalks, drives, and parking areas are designed and maintained to eliminate safety hazards.	. . . . 5 4 3 2 1
4.	All buildings and facilities within the school district are accessible to the physically handicapped.	. . . . 5 4 3 2 1
5.	The school district provides adequate facilities and equipment for cafeterias and lunchrooms.	. . . . 5 4 3 2 1
6.	Each school in the district meets aproved standards for: (a) water supplies, (b) sanitary disposal of sewage and solid waste, (c) toilet and lavatory facilities, (d) heating, lighting, and ventilation, and (e) control of air pollutants.	. . . . 5 4 3 2 1
7.	Safety inspections are scheduled and conducted regularly of all school district property, and documentation is available of these inspections.	. . . . 5 4 3 2 1

Standards	Extent of Provisions to Meet Standards
8. General safety, accident prevention, and first aid procedures are provided for each school laboratory, shop, and studio including common physical, chemical, and electrical hazards.	. . . . 5 4 3 2 1
9. All accidents are investigated and appropriate corrective measures are implemented.	. . . . 5 4 3 2 1
10. A school district plan is available to respond to emergency or disaster situations.	. . . . 5 4 3 2 1
11. Appropriate emergency evacuation plans are posted in all appropriate areas of the school district that may be occupied by students or staff.	. . . . 5 4 3 2 1
12. Emergency evacuations or drills are conducted annually in keeping with the applicable laws and regulations.	. . . . 5 4 3 2 1
13. The school district has developed written educational beliefs which reflect: (a) the unique needs of all students; (b) self-respect and respect for all human beings and their rights, and (c) physical and mental health.	. . . . 5 4 3 2 1
14. A district handbook or other printed material is provided for all students and school district personnel which includes rules and regulations.	. . . . 5 4 3 2 1
15. The school district utilizes the resources of school social workers, psychologist, psychometrist, and health and safety coordinators in addressing students' personal, social, and health concerns.	. . . . 5 4 3 2 1
16. The school district provides or makes arrangements for the placement alternatives needed to meet the unique needs of handicapped students for education and related services.	. . . . 5 4 3 2 1
Possible Score 80 points	Actual Score_____

SUMMARY OF SCORES

		Possible Score	Actual Score
I.	Administration of School Health Program	60	_____
II.	Health Instruction	115	_____
III.	School Health Services	90	_____
IV.	Healthful School Environment	80	_____
	Totals	345	_____

School District_____

Evaulator_____

Recommendations and suggestions for improving the self-appraisal instrument.

PROGRAM CRITERIA
LANGUAGE ARTS

Because of the variance among the subject area departments in every school, the following program criteria for language arts should be used in addition to the more general Merit Rating Guidelines as a means of assessing the quality of the language arts program in a particular school. The following items represent standards of quality that must be attained if a program is to be considered meritorious.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that corresponds to your judgement of the level of implementation of each item listed.

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation
NA - non-applicable

I. ADMINISTRATION

The Language Arts area is in compliance with the requirements listed in the general Merit Rating Guidelines .....1 2 3 4 5 NA

II. PHILOSOPHY AND OBJECTIVES

1. The English department's philosophy includes a rationale for maintaining a traditional, phase elective, or modified phase elective program.....1 2 3 4 5 NA

III. CLASS LOAD

1. Each of the special classes listed below contains no more than 20 students.....1 2 3 4 5 NA

   A. Composition classes.....1 2 3 4 5 NA
   B. Low level classes.....1 2 3 4 5 NA
   C. Creative writing classes.....1 2 3 4 5 NA
   D. Reading classes.....1 2 3 4 5 NA
   E. Independent study classes.....1 2 3 4 5 NA
   F. Speech classes.....1 2 3 4 5 NA

IV. TEACHER QUALIFICATIONS

1. The scheduling process is a fair and equitable one....1 2 3 4 5

   A. Each teacher's qualifications, specialities, strengths, weaknesses, and preferences are considered when the master schedule is made.....1 2 3 4 5

   B. Every teacher presides over both high and low level classes each term.....1 2 3 4 5

C. Each teacher has a minimum number of preparations each term.....1 2 3 4 5

D. The scheduling process is directed by a revolving committee of teachers within the English department.....1 2 3 4 5

2. Specialized teachers have a minor or specialized training in their respective class areas:

A. Reading teacher(s).....1 2 3 4 5 NA
B. Speech teacher(s).....1 2 3 4 5 NA
C. Drama teacher(s).....1 2 3 4 5 NA
D. Yearbook sponsor(s).....1 2 3 4 5 NA
E. Newspaper sponsor(s).....1 2 3 4 5 NA

3. New English teachers undergo a special orientation to the department as well as the school in general...1 2 3 4 5 NA

V. CURRICULUM

1. Four English credits are required for graduation.....1 2 3 4 5

2. Language arts basics (composition, listening, reading, study skills, etc.) are stressed in all English classes.....1 2 3 4 5

3. The scheduling process for students is an equitable one.....1 2 3 4 5

A. The scheduling process insures that students enroll in classes appropriate for their needs....1 2 3 4 5

B. The scheduling process requires a minimum selection of composition and literature courses and a minimum of enrichment courses.....1 2 3 4 5 NA

C. The scheduling process requires English teachers to counsel students as they select their English courses.....1 2 3 4 5 NA

D. In choosing elective courses, such as speech and journalism, students are assisted by an English teacher or a counselor who is aware of the nature or specific electives and the capabilities of the students.....1 2 3 4 5 NA

E. The scheduling process requires open communication between the English department and the counseling staff.....1 2 3 4 5

4. The mandated 9th grade reading program is in effect..1 2 3 4 5 NA

5. Each student in senior high school has experienced fundamental speech training, either in a separate

course or through speech activities included in the required English course offerings.....1 2 3 4 5

6. Remedial or clinical speech activities are available.....1 2 3 4 5

7. Instruction in developmental reading is provided.....1 2 3 4 5

8. For all courses taught, there are carefully planned, written outlines or syllabi that permit a reasonable degree of flexiblity and adaptation, and provide for sequential development of skills and understanding.....1 2 3 4 5

9. Individual teachers help select the literary works to be studied by their classes and make decisions....1 2 3 4 5

10. Provision is made for the slower students, offering them material that is suited to their individual abilities and interests.....1 2 3 4 5

11. Individual instruction or special classes are available to the gifted student.....1 2 3 4 5

12. Individual instruction or special classes are available to the slow student.....1 2 3 4 5

13. Provision is made for students to move from one level of instruction to another.....1 2 3 4 5

14. The teaching loads of English teachers make effective teaching possible.....1 2 3 4 5

15. Each teacher has a planning or conference period daily.....1 2 3 4 5

16. Provisions are made for team teaching.....1 2 3 4 5

17. Teachers from the various grade levels plan together to develop a sequential program in English..1 2 3 4 5

18. Teachers of the same grade level plan together to develop the English program at that level.....1 2 3 4 5

19. Members of the English department work with members of other departments to improve reading, writing, speech, and study skills.....1 2 3 4 5

20. Instruction is planned to achieve the clearly formulated comprehensive objectives of the English program.....1 2 3 4 5

21. There is evidence of careful preparation for instruction.....1 2 3 4 5

22. Student needs, interests, and experiences are among the factors considered in the selection of instructional materials and methodologies.....1 2 3 4 5

23. Students are encouraged to see literature, language, and composition, not as separate subjects, but as parts of an integrated whole.....1 2 3 4 5

24. Students with aptitude in English studies have counseling available on opportunities for continuing in advanced English courses in high school.....1 2 3 4 5

25. Students with aptitude in English studies have counseling available on opportunities for continuing postsecondary English study.....1 2 3 4 5

26. The curriculum area is extended through the following curricular and extracurricular activities:

A. Newspaper class or club.....1 2 3 4 5 NA
B. Yearbook class or club.....1 2 3 4 5 NA
C. Literary magazine class or club.....1 2 3 4 5 NA
D. Speech class or club.....1 2 3 4 5 NA
E. Debate class or club.....1 2 3 4 5 NA
F. Drama class or club.....1 2 3 4 5 NA
G. Dramatic presentations (plays, musicals, assemblies).....1 2 3 4 5 NA

VI. INSTRUCTIONAL MATERIALS

1. Each English teacher receives a copy of a curriculum guide which specifies course content, materials, and activities for each course offered.....1 2 3 4 5 NA

2. In the event a phase election system is in effect or the school enrollment is so large as to require a large book inventory, the book inventory is maintained by a special clerk or a teacher who receives compensation for the bookkeeping job.....1 2 3 4 5 NA

3. An abundance of reading material of high interest and appropriateness to a variety of reading levels is readily accessible to teachers and students.....1 2 3 4 5 NA

4. Adequate materials are provided for instructing students with specific reading deficiencies.....1 2 3 4 5

5. Instructional materials in general classroom use include the following (check those available):...1 2 3 4 5

_____Paperback books
_____Tapes
_____Periodicals

_____Newspapers
_____A variety of textbooks
_____Pamphlets
_____Dictionaries
_____Films
_____Filmstrips
_____Recordings
_____Maps
_____Charts
_____Pictures
_____Overhead transparencies

VII. EVALUATION

1. Evaluating and recording class and individual accomplishment are an integral part of the teaching-learning process.....1 2 3 4 5

2. Evaluation is pursued through oral and written, subjective and objective means.....1 2 3 4 5

3. Students participate in the evaluation of their own progress.....1 2 3 4 5

4. Consistent effort is made through the use of testing devices to determine the abilities of all students in reading, writing, speaking, and listening.....1 2 3 4 5

5. Evaluation of students' use of language is based on observation by the teacher as well as on results of standardized tests.....1 2 3 4 5

6. Evaluation is used to identify students needing remedial instruction.....1 2 3 4 5

7. Objective evidence is obtained to determine reading interests of students.....1 2 3 4 5

8. Cumulative records are kept of students' reading achievement.....1 2 3 4 5

9. In evaluating speaking and writing, emphasis is given to content, organization, quality of thought, and style as well as to mechanics.....1 2 3 4 5

10. Ability to work in goups is evaluated.....1 2 3 4 5

11. Careful checks are made to determine comprehension of independent reading.....1 2 3 4 5

12. Both teachers and students recognize that tests are used to reveal strengths and to suggest areas for further study.....1 2 3 4 5

13. Teachers use evaluation results as one index of their own teaching effectiveness and plan their instruction accordingly.....1 2 3 4 5

VIII. FACILITIES

1. Each English teacher has the same classroom assigned for the entire day.....1 2 3 4 5

2. In the event that the physical limitations of the building require "floating teachers":

   A. Less than 10% of the faculty are "floaters".....1 2 3 4 5 NA
   B. Every "floating" teacher has at least a semi-private home base.....1 2 3 4 5 NA
   C. Every teacher who relinquishes his or her room during planning periods has a quiet, private area in which to work.....1 2 3 4 5 NA

3. There are adequate lounge facilities for the department.....1 2 3 4 5

4. There are adequate book storage facilities for the department.....1 2 3 4 5

5. Each classroom is equipped with adequate shelving....1 2 3 4 5

6. Each classroom has adequate storage space for the teacher, including a cabinet and desk that lock.....1 2 3 4 5

7. Each classroom is equipped for utilization of audio-visual materials.....1 2 3 4 5

8. Each classroom is equipped for K.E.T. reception.....1 2 3 4 5

9. There is an auditorium or gymnasium with a stage appropriate for dramatic presentations by the English classes.....1 2 3 4 5

10. The acoustics are satisfactory.....1 2 3 4 5

11. English classrooms are clustered in the building, preferably close to the library.....1 2 3 4 5

12. A variety of spaces are available for such activities as team teaching, large and small-group instruction, departmental meetings, student-teacher conferences, and storage of department equipment.....1 2 3 4 5

13. Facilities and equipment are provided for instructing students with specific reading deficiencies.....1 2 3 4 5

14. Filing equipment is provided in all English classrooms.....1 2 3 4 5

15. English classrooms are equipped for efficient use of audio-visual aids.....1 2 3 4 5

16. Equipment should include the following (check if available).....1 2 3 4 5

_____Record players
_____Radio
_____Television sets
_____Tape recorders
_____Sound projectors
_____Listening stations
_____Opaque and overhead projectors
_____Chalkboard
_____Tackboard
_____Copier

IX. PROFESSIONAL GROWTH

1. English teachers are granted leave time for professional endeavors.....1 2 3 4 5

2. English teachers are active in professional organizations 1 2 3 4 5

3. Reading teachers are active in professional organizations 1 2 3 4 5

4. Teachers are routinely canvassed to ascertain what they view as appropriate and necessary for professional growth via inservice programs.....1 2 3 4 5

PROGRAM CRITERIA

MATHEMATICS

This document has been developed for the purpose of assessing the quality of mathematics programs in middle schools and high schools that are candidates for a Merit Rating in Mathematics. The following program criteria should be used in addition to the more general Merit Rating Guidelines. Some of the items apply specifically to the middle school while others will apply only at the secondary level. Many items, however, apply equally well at all grade levels.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that, in your judgment corresponds with the level of implementation of each item listed.

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation
NA - Not applicable

I. ADMINISTRATION

The mathematics area is in compliance with the requirements listed in the general Merit Rating Guidelines.....1 2 3 4 5

II. PHILOSOPHY AND OBJECTIVES

1. The mathematics department's philosophy includes a rationale for maintaining a traditional, phase elective, or modified phase elective program..... 1 2 3 4 5

2. Instruction in mathematics complements the objectives of the school..... 1 2 3 4 5

3. Instruction in all courses is directed toward clearly formulated objectives in mathematics..... 1 2 3 4 5

4. The objectives of the mathematics program are based upon the needs of the students..... 1 2 3 4 5

III. CLASS LOAD

The mathematics area is in compliance with the requirements listed in the general Merit Rating Guidelines.....1 2 3 4 5

IV. TEACHER QUALIFICATIONS

1. The scheduling process is a fair and equitable one..... 1 2 3 4 5

   A. each teacher's qualifications, specialities, strengths, weaknesses, and preferences are considered when the master schedule is made..... 1 2 3 4 5
   B. Every teacher presides over both high and low level classes each term..... 1 2 3 4 5
   C. Each teacher has a minimum number of preparations each term..... 1 2 3 4 5
   D. The scheduling process is directed by a revolving committee of teachers within the mathematics department..... 1 2 3 4 5

2. The preparation of the staff in mathematics is adequate..... 1 2 3 4 5

3. The staff is prepared to teach new topics in mathematics..... 1 2 3 4 5

V. CURRICULUM

1. A minimum of six offerings in mathematics are available at the high school level..... 1 2 3 4 5

2. Metric education and consumer education are integrated into the mathematics program..... 1 2 3 4 5

3. Provision is made for the special needs of middle school students..... 1 2 3 4 5

4. The following basic skills are taught:

   (a) problem solving..... 1 2 3 4 5
   (b) applying mathematics to everyday situations..... 1 2 3 4 5
   (c) alertness to the reasonablness of results..... 1 2 3 4 5
   (d) estimation and approximation..... 1 2 3 4 5
   (e) appropriate computational skills..... 1 2 3 4 5
   (f) geometry..... 1 2 3 4 5
   (g) measurement..... 1 2 3 4 5
   (h) reading, interpreting, and constructing tables, charts and graphs..... 1 2 3 4 5
   (i) using mathematics to predict..... 1 2 3 4 5
   (j) computer literacy..... 1 2 3 4 5

5. Content of offerings develop mathematical knowledge and skills needed by all students..... 1 2 3 4 5

6. Content of offerings is built upon and extends the knowledge, skills, and understandings developed in previous years..... 1 2 3 4 5

7. Offerings provide for application of mathematics in practical situations..... 1 2 3 4 5

8. Offerings meet needs of students having specialized, occupational, and technical interests..... 1 2 3 4 5

9. Offerings prepare students for further study of mathematics..... 1 2 3 4 5

10. To assure continuity of the mathematics program, a clear and logical developmental sequence for process objectives from kindergarten through the twelfth grade has been developed and is being used by the teachers..... 1 2 3 4 5

11. A check-off skills list is maintained for each student's mathematical record..... 1 2 3 4 5

COMMENTS

12. The mathematics teachers assist students in the selection of proper courses..... 1 2 3 4 5

13. Mathematics teachers encourage all students, including females and minority students, to study more mathematics..... 1 2 3 4 5

14. With guidance, high school pupils are permitted to select mathematics courses from a differentiated sequence to meet requirements and beyond, according to need..... 1 2 3 4 5

15. Provisions are made for students to pursue independent study..... 1 2 3 4 5

16. Individual instruction or special classes are available to the gifted students..... 1 2 3 4 5

17. Provisions are made to prepare students to enter college with advanced standing in mathematics..... 1 2 3 4 5

18. Provisions are made for the needs of transescent students (seventh and eighth grades)..... 1 2 3 4 5

19. Participation in extra class activities involving mathematics is encouraged (math clubs, field trips etc.)..... 1 2 3 4 5

20. Resources of the community are used to provide practical applications of mathematics..... 1 2 3 4 5

21. Laboratory and discovery methods are used when appropriate..... 1 2 3 4 5

22. Cultural and scientific uses of mathematics are emphasized in proper classes..... 1 2 3 4 5

23. Models, charts, and other instructional aids are used..... 1 2 3 4 5

24. Motion pictures, filmstrips, slides, and overhead projectors are used..... 1 2 3 4 5

25. Provision is made for both individual and group instruction..... 1 2 3 4 5

26. Students demonstrate proofs and solutions..... 1 2 3 4 5

27. Provision is made for remedial work..... 1 2 3 4 5

28. Teachers of mathematics and teachers of other subject areas cooperate to assure that students perceive the relationship of the mathematics they learn in math class, to the mathematics applied in problems in the other areas..... 1 2 3 4 5

29. Classrooms are decorated with mathematics charts, symbols, bulletin boards, and displays of students' work..... 1 2 3 4 5

30. The seventh and eighth grade students receive intensive experiences in techniques of problem solving which serves as a vehicle to exercise, confirm, and develop further, all basic skills..... 1 2 3 4 5

31. The middle school teachers plan together to develop a sequential program in mathematics based upon students' previous skills and understanding..... 1 2 3 4 5

32. To nurture mathematical confidence and self-esteem, teachers place value on a student's thoughtful and productive approach, not solely on a single correct answer..... 1 2 3 4 5

33. Teachers maintain a mathematics environment for the transescent (seventh and eighth grade): flexible, dynamic, friendly, exploratory, loving/caring, and disciplined..... 1 2 3 4 5

34. Teachers provide time and space for transescents to converse and interact with their peers in exploration, manipulation of objects, and experimentation as they devise and discover numerical patterns and mathematical strategies for problem solving..... 1 2 3 4 5

35. Seventh and eighth grade students are taught to apply techniques used in one situation to a new and unfamiliar situation..... 1 2 3 4 5

36. Parents are regularly informed of their child's progress in mathematics..... 1 2 3 4 5

37. Parents are encouraged to become actively involved in the mathematics education of their children..... 1 2 3 4 5

38. Parents, citizens, representatives of education, business, and/or industry are welcomed as resource persons in mathematics classes..... 1 2 3 4 5

39. Peer tutors and/or community volunteers are used when appropriate..... 1 2 3 4 5

VI. INSTRUCTIONAL MATERIALS

Checklist

1. Reference materials in mathematics are provided..... 1 2 3 4 5

2. Graphs and diagrams are used..... 1 2 3 4 5

3. Graph paper and centimeter paper are available..... 1 2 3 4 5

4. Selection of textbooks by teachers and administrative personnel is based upon the results of objective study..... 1 2 3 4 5

5. Supplementary text and instructional materials are used..... 1 2 3 4 5

6. Professional periodicals are available..... 1 2 3 4 5

7. Mathematics magazines are available for students..... 1 2 3 4 5

8. Information is available on current professional opportunities in mathematics..... 1 2 3 4 5

9. Materials are furnished for the construction of models and other instructional aids..... 1 2 3 4 5

10. Instructional guides including unit outlines, suggested activities, resource materials, and evaluation aids are available for each teacher..... 1 2 3 4 5

11. A mathematics table or mathematics corner with a variety of games, puzzles, and manipulative materials for enrichment and application of mathematics is available..... 1 2 3 4 5

VII. EVALUATION

Checklist

1. Evaluation of student progress is made in terms of goals and objectives including skills, problem solving, and problem-solving processes..... 1 2 3 4 5
2. The evaluative process recognizes individual differences..... 1 2 3 4 5
3. Evaluation includes mathematical understanding as well as operational skills..... 1 2 3 4 5
4. Tests are used to determine the mathematical aptitude of students..... 1 2 3 4 5
5. Tests are used to determine the mathematical achievement levels of all students..... 1 2 3 4 5
6. Test are used for diagnostic purposes..... 1 2 3 4 5
7. Evaluation measures the use of mathematics in applied problems..... 1 2 3 4 5
8. Test results are used in conjunction with other information to assist students in the election of advanced mathematics courses..... 1 2 3 4 5
9. Different types of tests and non-test techniques, such as informal diagnostic activities and conferences are used in evaluating student progress..... 1 2 3 4 5
10. Students are encouraged to evaluate their own progress..... 1 2 3 4 5
11. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas of weaknesses..... 1 2 3 4 5

VIII. FACILITIES

1. Space for existing program is adequate..... 1 2 3 4 5
2. Areas used for mathematics classes are clustered to facilitate sharing of ideas, materials, and equipment..... 1 2 3 4 5
3. The chalkboard area is adequate..... 1 2 3 4 5
4. Demonstration rectangular and polar coordinates are available..... 1 2 3 4 5
5. The mathematics area contains adequate bookcases or shelving..... 1 2 3 4 5
6. The storage space is adequate..... 1 2 3 4 5

7. A display case is available..... 1 2 3 4 5

8. Instruments for measurement (length, volume, weight) in both English and metric systems are available..... 1 2 3 4 5

9. From the following, check equipment available:

_____a. Blackboard instruments
_____b. colored chalk
_____c. compasses, individual
_____d. protractors, individual
_____e. slide rules, individual
_____f. a demonstration slide rule
_____g. geometric models such as prisms, pyramids, cones, spheres, and polyhedron
_____h. flexible figure models
_____i. equipment for teaching metric measurement (length, volume, and mass)
_____j. duplicating equipment
_____K. surveying instruments suitable for school use (plane table, clinometer, pantograph, transit)
_____l. equipment for use of visuals (overhead projectors, film strip projectors, etc.)
_____m. a vernier caliper
_____n. a micrometer caliper
_____o. workbench and hand tools
_____p. calculators
_____q. transparency maker
_____r. tack board
_____s. peg board

Others..... 1 2 3 4 5

IX. PROFESSIONAL GROWTH

A. Professional Growth Experiences

The members of the mathematics staff:

1. Are members of their professional organizations..... 1 2 3 4 5

2. Read current professional literature..... 1 2 3 4 5

3. Keep up with recent developments in the teaching of mathematics.... 1 2 3 4 5

4. Participate in mathematics workshops, institutes, and professional meetings (at least one day annually)..... 1 2 3 4 5

5. Are routinely canvassed to ascertain what they view as appropriate and necessary for professional growth via inservice programs..... 1 2 3 4 5

B. Professional Library

No requirements in addition to those listed in the General Merit Rating Guidelines are necessary..... 1 2 3 4 5

PROGRAM CRITERIA
MUSIC EDUCATION

The merit rating in music education has a two-fold purpose: to recognize outstanding music programs in Kentucky's schools and to be used as an assessment tool in upgrading instructional designs where there is a felt need.

To create an effective instructional design, three fundamental questions, why?, what? and how? should be asked. The answer to the question "why?" is an expression of philosophy in that area of instruction. Likewise, the response to "what?" relates to program, and involves a detailing of the things to be done and the outcomes expected from them. Finally, the response to "how?" leads to curriculum - how the program and philosophy are to be implemented.

Because of individual differences in schools and communities the design of the music programs may vary. The following criteria for music education should be used in addition to the more general Merit Rating Guidelines as a means of judging the quality of the music program in a particular school. The following items represent standards of quality that must be attained if a program is to be considered meritorious.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that, in your judgement, corresponds to the level of implementation of each item listed.

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation
NA - not apply

PROGRAM CRITERIA
MUSIC EDUCATION

It should be clearly understood that although music is inherently enjoyable, the highest enjoyment that results from its study is based on solid accomplishment toward specific educational goals.

The reasons for including music in the curriculum are many and varied. Some of the major reasons may be summarized as follows:

- To help each student to develop his aesthetic potential to the utmost
- To transmit our cultural heritage to succeeding generations
- To give the student a source of enjoyment he can use throughout his life, and to enhance the quality of life
- To provide an outlet for creativity and self-expression
- To help the student to understand better the nature of man and his relationship with his environment
- To provide an opportunity for success for some students who have difficulty with other aspects of the school curriculum, and to make school a more pleasant experience
- To increase the satisfaction the student is able to derive from music, and to enable him to deal with sophisticated and complex music
- To help the student become acquainted with other cultures
- To cultivate one of the major symbolic systems that make man uniquely human
- To help the student to realize that not every aspect of life is quantifiable and that it is important to be able to cope with the subjective
- To contribute to a balanced program of career education

A comprehensive program is aimed at making all students aware of the many-faceted nature of the subject and helping each of them to build a relationship with music that gives satisfaction and personal growth during the school years and throughout life.

The content of the music program should contain objectives which provide opportunities for students to attain the following broad goals:

Performing: To discover, develop, and evaluate their talents and abilities relative to musical performance.

Listening: To develop the ability to make aesthetic judgements based on critical listening and analysis of music.

Reading: To interpret rhythm, melody, harmony, form and expression as they appear in musical notation through both cognitive and psychomotor response.

Creating: To develop an additional avenue of self-expression by improvising, creating, and making music alone and with others.

Valuing: To grow in the appreciation, understanding and enjoyment of music as a source of personal fulfillment.

I. STANDARDS FOR CURRICULUM

1. Beginning and intermediate class instruction on wind, percussion and string instruments is available in the junior high or middle school to any student desiring such instruction.....1 2 3 4 5 NA

2. Band or wind ensemble is offered in both the high school and the junior high or middle school.....1 2 3 4 5 NA

3. Orchestra or string orchestra is offered in both the high school and the junior high or middle school.....1 2 3 4 5 NA

4. Experience in small ensembles is available in the high school and junior high or middle school to any student desiring such experience.....1 2 3 4 5 NA

5. At least one alternative performing organization (for example, stage band) is available in the high school for each 450 students in the school.....1 2 3 4 5 NA

6. Academic credit is offered for performance-emphasis courses on the same basis as for other courses meeting for the same amount of time.....1 2 3 4 5 NA

7. Mixed chorus is offered in the junior high or middle school.....1 2 3 4 5 NA

8. Mixed chorus is offered in the high school.....1 2 3 4 5 NA

9. At least one creative-emphasis or listening-emphasis course is offered in the high school and at least one creative-emphasis or listening-emphasis course is offered at each grade level in the junior high or middle school.....1 2 3 4 5 NA

10. The music curriculum has a written philosophy, complete with goals and objectives, which is evidenced in the beliefs of the teaching personnel concerning students, learning, and the instructional processes used.....1 2 3 4 5 NA

11. A plan for evaluating student accomplishment is an integral part of the teaching-learning process in all areas of the music curriculum.....1 2 3 4 5 NA

II. STANDARDS FOR STAFF

1. The average class size, for general classroom music in traditional settings, does not exceed 30 or does not exceed the average for all classroom teacners.....1 2 3 4 5 NA

2. No music teacher teaches more than twenty-five contact hours per week or more than the maximum number of hours for other teachers in the school.....1 2 3 4 5 NA

3. Each music teacher has at least forty-five minutes daily, excluding travel time, for preparation and evaluation.....1 2 3 4 5 NA

4. The music teaching staff is sufficient to provide beginning and intermediate class instruction on the basic instruments of the band and orchestra at least three times weekly in the junior high or middle school.....1 2 3 4 5 NA

5. The music teaching staff is sufficient at the high school level and at the junior high or middle school level to offer at least one band or wind ensemble, one orchestra or string orchestra.....1 2 3 4 5 NA

6. The music teaching staff is sufficient to offer instruction in small ensembles in the high school and junior high or middle school to any student desiring such instruction.....1 2 3 4 5 NA

7. The music teaching staff is sufficient to provide vocal experiences at least twice weekly throughout the school year, in groups of comparable age, vocal maturity, and experience, to any student desiring such instruction in the junior high or middle school.....1 2 3 4 5 NA

8. Each music teacher working with special education classes has had at least some preservice or inservice training in special education.....1 2 3 4 5 NA

9. The teacher-pupil ratio in music classes for special education students is lower than that for other music classes.....1 2 3 4 5 NA

10. Each music teacher is permitted at least two days of professional leave with pay each year for inservice education. These days may be devoted to programs arranged by the district or to activities proposed by the teacher.....1 2 3 4 5 NA

11. When the music staff of the district includes 5 or more teachers, one is designated as music coordinator.....1 2 3 4 5 NA

12. Each music teacher should be properly certified according to the latest certification requirements of the State Department of Education.....1 2 3 4 5 NA

13. Each music teacher belongs to professional educational organizations.....1 2 3 4 5 NA

14. The school maintains a professional library for the music curriculum area.....1 2 3 4 5 NA

III. STANDARDS FOR SCHEDULING

1. Each student enrolled in organization-emphasis or description-emphasis courses in grades 7-9 has music experiences at least twice weekly for a total of not less than 90 minutes.....1 2 3 4 5 NA

2. Choral and instrumental performance-emphasis classes in junior high or middle school meet at least twice weekly for a total of not less than 100 minutes.....1 2 3 4 5 NA

3. Choral and instrumental performance-emphasis classes in the high school meet at least three times weekly for a total of not less than 150 minutes.....1 2 3 4 5 NA

4. Organization-emphasis and description-emphasis courses in the high school and junior high or middle school meet as frequently and for as many minutes as comparable elective offerings in other subject-matter fields.....1 2 3 4 5 NA

IV. STANDARDS FOR PHYSICAL FACILITIES

1. Each high school and junior high school or middle school with more than one music teacher contains a rehearsal facility for instrumental groups.....1 2 3 4 5 NA

2. Each high school and junior high or middle school instrumental rehearsal facility contains at least 1600 square feet of floor space. The size of the rehearsal room should be determined by the number of pupils in the largest projected class at 20 to 24 square feet of floor space per student. (i.e. 1600 to 1920 square feet of floor space for an 80 piece band or a 60 piece orchestra). The ceilings are at least fourteen feet high (higher if the use of risers is anticipated).....1 2 3 4 5 NA

3. Each high school and junior high or middle school contains sufficient secured storage space to store the necessary instruments, equipment, and instructional materials.....1 2 3 4 5 NA

4. Each high school and junior high or middle school instrumental facility provides a year-round temperature between 65 and 72 degrees Fahrenheit. Lighting provides at least seventy foot-candles of illumination on each student's music.....1 2 3 4 5 NA

5. Each high school and junior high or middle school contains an ensemble rehearsal room of at least 350 square feet.....1 2 3 4 5 NA

6. Each high school and junior high or middle school contains at least one practice room of at least 55 square feet for each forty students enrolled in performing groups.....1 2 3 4 5 NA

7. Each high school and junior high or middle school instrumental and choral rehearsal and practice facility is sufficiently isolated acoustically that external sounds do not disturb students rehearsing and that rehearsals do not disturb persons in adjacent areas.....1 2 3 4 5 NA

8. Each high school and junior high or middle school contains office or studio space for each music teacher in the school.....1 2 3 4 5 NA

9. Each music classroom and rehearsal facility contains at least 32 square feet of chalkboard and at least 24 square feet of corkboard.....1 2 3 4 5 NA

10. The music facilities in each high school and junior high or middle school are adjacent to one another.....1 2 3 4 5 NA

11. Each high school and junior high or middle school choral rehearsal facility contains at least 1200 square feet of floor space. The ceilings are at least twelve feet high (higher if the use of risers is anticipated).....1 2 3 4 5 NA

V. STANDARDS FOR MATERIALS AND EQUIPMENT

1. Each room in the high school and junior high or middle school where music instruction takes place contains good quality sound reproduction equipment.....1 2 3 4 5 NA

2. Each room in the high school and junior high or middle school where music instruction takes place contains a good quality piano, tuned at least twice annually.....1 2 3 4 5 NA

In numbers 3 and 4, the list of instruments is quite comprehensive. It is recognized that a quality program could exist without this complete instrumentation. The missing items should be circled and the evaluator(s) should exercise reasonable judgement in rating these standards.

3. Each junior high or middle school has the following: four three-quarter size or full-size violins; four one-half size, three-quarter size, or full-size violas; four one-half size, three-quarter size, or full-size cellos; four one-half size, three-quarter size, or full-size string basses; C piccolo; two bass clarinets; two oboes; two bassoons; four horns; two baritone horns; bass trombone; three small or full-size tubas; two concert snare drums; double-tension concert bass drum; crash cymbals; suspended cymbals; three pedal timpani; tambourines; triangles; assorted percussion equipment; orchestra bells; drum stands; xylophone or marimba; tuba chairs; bass stools; sufficient heavy-duty music stands for the largest group; conductor's stand; tuning device; sets of music folders for band and orchestra.....1 2 3 4 5 NA

4. Each high school has the following: four violas; four cellos; four string basses; C piccolo; two alto clarinets; two bass clarinets; two oboes; two bassoons; baritone saxophone; four horns; two baritone horns; bass trombone; three tubas; two concert snare drums; double-tension concert bass drum; crash cymbals; suspended cymbals; three pedal timpani; tambourines; triangles; assorted percussion equipment; drum stands; orchestra bells; marimba; tuba chairs; bass stools; drums for marching band, if offered; sufficient heavy-duty music stands for the largest group; conductor's stand; tuning device; sets of music folders for band and orchestra.....1 2 3 4 5 NA

5. Each high school and junior high and middle school contains a library of instrumental music for large and small ensembles and for beginning,

intermediate, and advanced instrumental classes. The library contains a wide variety of music. It consists of at least three titles for each student enrolled in each of the respective types of ensembles. It increases in size by at least 5 percent annually. Necessary storage space and equipment to process music and maintain the library are provided.....1 2 3 4 5 NA

6. Consumable and nonconsumable supplies are available to each elementary and secondary music teacher. A budget is provided for the special supplies and equipment needed in the teaching of music. The district provides an annual budget for the repair and maintenance of instruments and equipment equal to at least 4 percent of the current replacement value of the total inventory of instruments and equipment.....1 2 3 4 5 NA

7. The district maintains a fund for the replacement of school-owned instruments and contributes annually to this fund an amount equal to at least 7 percent of the current replacement value of the total inventory of instruments.....1 2 3 4 5 NA

PROGRAM CRITERIA
PHYSICAL EDUCATION

Because of the variance among the subject area departments in every school, the following criteria for Physical Education should be used in addition to the more general merit rating guidelines as a means of assessing the quality of the physical education program in a particular school. The following items represent standards of quality that must be attained if a program is to be considered meritorious.

The following code should be used when evaluating the criteria listed in this document. Circle the numeral that corresponds to your judgment of the level of implementation of each item listed.

1 - no implementation

2 - weak implementation

3 - average implementation

4 - good implementation

5 - full implementation

I. Administration

The physical education is in compliance with the requirements listed in the General Merit Rating Guidelines..... 1 2 3 4 5 NA

II. Philosophy and Objectives

The philosophy of physical education is a planned program of instruction in a variety of significant movement activities selected and taught according to the characteristic needs and interests of children. The basic aim of physical education is to contribute to optimum physical, mental, social, and emotional growth of each individual in order that he may take his place as an active member in a democratic society.....1 2 3 4 5 NA

III. Class Load

Class size is such that it permits effective teaching.....1 2 3 4 5 NA

IV. Teacher Qualifications

1. The scheduling process is a fair and equitable one.....1 2 3 4 5 NA

   A. Each teacher's qualifications, specialities, strengths, weaknesses, and preferences are considered when the master schedule is made.....1 2 3 4 5 NA

   B. Each teacher has a minimum number of preparations each term.....1 2 3 4 5 NA

2. Specialized teachers have a minor or specialized training in their respective class areas.....1 2 3 4 5 NA

3. New physical education teachers undergo a special orientation to the department as well as the school in general....1 2 3 4 5 NA

V. Curriculum

1. The program is guided by a written comprehensive philosophy and objectives.....1 2 3 4 5 NA

2. The program contributes to the school's objective.....1 2 3 4 5 NA

3. The physical education program provides experiences that promote the physical growth and development of students....1 2 3 4 5 NA

4. The physical education program provides experiences that promote the emotional growth and development of students...1 2 3 4 5 NA

5. The physical education program provides experiences that promote the social growth and development of students.....1 2 3 4 5 NA

6. The physical education program provides experiences that promote the mental growth and development of students.....1 2 3 4 5 NA

7. Leadership development opportunities are provided in the program.....1 2 3 4 5 NA

8. Activities are selected and taught in light of the individual needs, interests, and abilities of students.....1 2 3 4 5 NA

9. A variety of indoor games, sports, and activities are offered.....1 2 3 4 5 NA

10. A variety of outdoor games, sports, and activities are offered.....1 2 3 4 5 NA

11. Individual, dual, and team activities are provided.....1 2 3 4 5 NA

12. Swimming is available for all students.....1 2 3 4 5 NA

13. Adapted activities or programs are provided for students with special needs or problems.....1 2 3 4 5 NA

14. Co-recreational activities are included in the program.....1 2 3 4 5 NA

15. A varied intramural program is conducted for boys and girls.....1 2 3 4 5 NA

16. A varied extramural program is conducted for boys and girls.....1 2 3 4 5 NA

17. A varied interscholastic sports programs is conducted for boys and girls.....1 2 3 4 5 NA

18. The program is sequential and progressive in nature.....1 2 3 4 5 NA

19. Students have a voice in the selection of their activities.1 2 3 4 5 NA

20. Health appraisal data is used in classifying students for physical education activities.....1 2 3 4 5 NA

21. Competitive activities are conducted between students of similar maturity and skill levels.....1 2 3 4 5 NA

22. Outside-of-class study and assignments are a part of the program.....1 2 3 4 5 NA

23. Demonstration, experimentation and instructional aids are used to supplement teaching.....1 2 3 4 5 NA

24. Suitable clothing is required of students.....1 2 3 4 5 NA

25. Showering is required of students.....1 2 3 4 5 NA

26. Students are evaluated regularly in terms of the degree to which they achieve course objectives.....1 2 3 4 5 NA

27. Evaluation records are kept on each student.....1 2 3 4 5 NA

28. The entire physical education program is evaluated and reused if necessary on a regularly scheduled basis.....1 2 3 4 5 NA

29. Students assist in individual and total program evaluation.1 2 3 4 5 NA

30. Counseling is available for students with physical education aptitude acquainting them with possibilities of continuing in advanced physical education or postsecondary physical education study.....1 2 3 4 5 NA

VI. Instructional Materials and Equipment

1. A wide variety of equipment and materials are available to permit the teaching of a variety of activities.....1 2 3 4 5 NA

2. Adequate equipment and supplies are available for peak load periods.....1 2 3 4 5 NA

3. Equipment and materials are in good condition.....1 2 3 4 5 NA

4. Unused equipment is stored properly in a secure and accessable location.....1 2 3 4 5 NA

5. The Physical Education Department receives its fair share of funds allocated for equipment and materials.....1 2 3 4 5 NA

6. Faculty members are involved in the purchase, use, and repair of equipment and materials.....1 2 3 4 5 NA

7. Equipment and materials are purchased in accordance with inventory and anticipated needs.....1 2 3 4 5 NA

8. All equipment and materials are selected with regard to high standards of safety.....1 2 3 4 5 NA

9. Testing equipment is provided.....1 2 3 4 5 NA

10. Equipment suitable for adapted physical education is provided.....1 2 3 4 5 NA

11. Permanent equipment is safely installed and strategically located to provide the safest and most effective utilization.....1 2 3 4 5 NA

12. Instruction is supplemented through the use of films, tapes, charts, transparencies, models, exhibits, television, videotape, and records.....1 2 3 4 5 NA

13. Printed materials are available and used in instruction....1 2 3 4 5 NA

14. A wide range of books and periodicals concerned with physical activities for boys and girls are available in the library.....1 2 3 4 5 NA

15. Bulletin boards are current, neat, and appealing.....1 2 3 4 5 NA

VII. Evaluation

1. Evaluating and recording class and individual accomplishment are an integral part of the teaching-learning activities...1 2 3 4 5 NA

2. Evaluation is pursued through oral and written tests.....1 2 3 4 5 NA

3. Students participate in the evaluation of their own progress.....1 2 3 4 5 NA

4. Consistent effort is made through the use of testing devices to determine the abilities of all students.....1 2 3 4 5 NA

5. Evaluation of students progress is based on observation by the teacher as well as on results of standardized tests....1 2 3 4 5 NA

6. Evaluation is used to identify students needing special instruction in certain areas.....1 2 3 4 5 NA

7. Cumulative records are kept of students progress and achievement.....1 2 3 4 5 NA

8. Ability to work individually or in groups is evaluated.....1 2 3 4 5 NA

9. Both teachers and students recognize that tests are used to reveal strengths and to suggest areas for further study.1 2 3 4 5 NA

10. Teachers use evaluation results as one index of their own teaching effectiveness and plan their instruction accordingly.....1 2 3 4 5 NA

VIII. Facilities

1. The gymnasium has sufficient indoor teaching stations for current class sizes.....1 2 3 4 5 NA

2. The gymnasium floor is in satisfactory condition and marked for a variety of activities.....1 2 3 4 5 NA

3. The square footage and height of the gymnasium are adequate for present grade levels and class size.....1 2 3 4 5 NA

4. Indoor facilities provide space for adapted physical education, dance, gymnastics, and testing.....1 2 3 4 5 NA

5. Arrangements for spectator seating are adquate.....1 2 3 4 5 NA

6. A sound amplification system is present and functioning properly.....1 2 3 4 5 NA

7. A swimming pool is available and provisions exist for proper custodial care and safety equipment.....1 2 3 4 5 NA

8. Adequate and conveniently located outdoor space is available for use in teaching and conducting outdoor physical education activities.....1 2 3 4 5 NA

9. The outdoor activity area is developed, marked, and maintained for a variety of activities.....1 2 3 4 5 NA

10. The outdoor activity area is enclosed and free from obstructions and safety hazards.....1 2 3 4 5 NA

11. A sufficient number of well located and equipped offices are present.....1 2 3 4 5 NA

12. The number and size of locker, shower, and drying areas are adequate for present enrollment and peak class loads...1 2 3 4 5 NA

13. Locker, shower, and drying room floors have a non-slip surface.....1 2 3 4 5 NA

14. The number of lockers are sufficient for present class loads.....1 2 3 4 5 NA

15. Locker rooms are equipped with mirrors and hair dryers are available for girls.....1 2 3 4 5 NA

16. Locker room benches are sufficient in number and securely fastened to the floor.....1 2 3 4 5 NA

17. The number of shower heads are sufficient for present peak class loads.....1 2 3 4 5 NA

18. Water temperature is centrally controlled.....1 2 3 4 5 NA

19. Adequate locker and shower facilities are available for visiting teams.....1 2 3 4 5 NA

20. The number and location of toilets and lavatory facilities are adequate.....1 2 3 4 5 NA

21. Well constructed and properly equipped clothing drying rooms are conveniently located.....1 2 3 4 5 NA

*22. An adequate size, well equipped training room is provided 1 2 3 4 5 NA

23. Sanitary, recessed drinking fountains and cuspidors are provided.....1 2 3 4 5 NA

24. A sufficient number and adequate size equipment storage rooms are properly located.....1 2 3 4 5 NA

25. Entrances and exits meet fire and safety code requirements 1 2 3 4 5 NA

26. Heat, ventilation, lighting, and cleanliness of the entire indoor facility is adequate.....1 2 3 4 5 NA

27. The facilities are designed for community and school bus 1 2 3 4 5 NA

28. Community facilities are used to supplement present facilities.....1 2 3 4 5 NA

*Does not apply to elementary schools.

IX. Professional Growth

1. All physical education faculty members have professional preparation equal to the basic state certification.....1 2 3 4 5 NA

2. Physical education faculty members are members of state and national physical education professional organizations..1 2 3 4 5 NA

3. Physical education faculty members take advantage of in-service training programs.....1 2 3 4 5 NA

4. Physical education faculty members remain abreast of current development in their field.....1 2 3 4 5 NA

5. Physical education faculty members participate actively in faculty projects and meetings.....1 2 3 4 5 NA

6. Teachers with coaching assignments are members of the instructional staff with responsibilities and privileges comparable to other faculty members.....1 2 3 4 5 NA

7. Staff evaluation takes place on a regularly scheduled basis.....1 2 3 4 5 NA

PROGRAM CRITERIA

SCIENCE

I. Administration

A. Curriculum area chairperson

_____ Science department chairperson

_____ Job description

B. Budget Detail

_____ Past school year

_____ Current school year

_____ Proposed/estimated budget - following school year

C. Submit the program of studies and course descriptions for the science department and indicate the balance between the course offerings.

_____ Biological Science _____ Physical Science

D. Teaching in field. Complete the class load information sheets which includes the subjects taught by each teacher throughout the day.

_____ Class load information sheets

II. Philosophy and Objectives

A. Written philosophy and objectives that deal with.

_____ Pupils

_____ Curriculum

_____ Instructional Process

III. Class Load

No science class in a merit program shall exceed the number specified in the general criteria of the Merit Rating Guidelines. It is the responsibility of the department chairperson and the school administration to monitor the scheduling of students into the science classes.

_____ Class load information sheets

Three seperate class preparations per day is considered the maximum number for an individual teacher.

IV. Teacher Qualifications

A. _____ Bachelor's Degree

_____ Certification in his/her teaching major

B. _____ 50% of the teachers have a Master's Degree or fifth year program

Teachers who teach Anatomy - Physiology must have a science major. A major in Health/PE is not certified to teach Anatomy - Physiology under the program criteria for science.

V. Curriculum

A. Course offerings:

_____ Six or more different course offerings

B. Written plan for the department includes:

_____ Description of the departmental organization

_____ Description of the content of the various courses

_____ Description of the teaching strategies

_____ Description of special materials and equipment

C. Breadth of course offerings:

_____ Program of studies

_____ Curriculum guides

_____ Instructional packets

D. Curricular and extra-curricular activities

_____ Listing and documentation of curricular and extra-curricular activities

VI. Instructional Materials

A. Equipment inventory

_____ Electrical devices

_____ Glass and porcelain ware

_____ Kits

_____ Measuring and recording devices

_____ Optical devices

_____ Other laboratory equipment

B. Expendible materials inventory

_____ Chemical reagents

_____ Living Specimens

_____ Preserved specimens

_____ Biological chemicals and media

_____ Other expendible items

C. Audiovisual equipment inventory

_____ Microprojector

_____ Projectors: 16 mm and 8 mm

_____ Opaque projector

_____ Overhead projector

_____ Filmloop cartridge

_____ Record or cassette players

Audiovisual Equipment Inventory Con't.

_____ Video tape recorders

_____ Television receivers

_____ Copying/duplicating machines

_____ other

D. Journals and Books

_____ Book inventory

_____ Journal Inventory

_____ Other

VII. Evaluation

A. _____ Informal student assessment

B. _____ End of the year summaries on grade distribution with comments

C. _____ Follow-up studies

D. _____ Achievement data

E. _____ Relevancy of course content to student goals

VIII. Facilities

Prior to the visit by the review team, a preliminary visit will be made to inspect the facilities. The preliminary visit does not guarantee that a formal visit of the Merit Review Team will not find fault with the facilities. The following list is offered as a tentative check for the science department.

_____ Square footage

_____ Lighting

_____ Electric, gas and water outlets

_____ Ventilation system

_____ Central Storage

Facilities Con't.

_____ Chemical Storage

_____ Eye and face protection

_____ Sterlization procedures

_____ Chemical disposal procedures

_____ Safety equipment

_____ Laboratory rooms

_____ Laboratory furniture

_____ Project rooms

_____ Greenhouse

_____ Darkroom

_____ Outdoor study area

_____ Planetarium

_____ Vivarium

_____ Safety shower

_____ Eye wash station

_____ Rooms equipped for audio visuals

_____ Lecture/discussion area

IX. Professional Growth

A. Professional Growth Experiences

_____ In-service Day

_____ Professional curriculum area workshop/seminar, etc.

_____ Other

B. Professional Library

_____ Science library

_____ Professional journals

_____ Resource books, reports, etc.

PROGRAM CRITERIA
SOCIAL STUDIES

The following program criteria for Social Studies should be used in addition to the more general "Merit Rating Guidelines" as a means of assessing the meritorious quality of the Social Studies Program in a particular school.

When evaluating the Social Studies Program using the criteria listed in the document, please circle the numeral that corresponds to your judgement of the level of implementation using the following code:

1 - no implementation
2 - weak implementation
3 - average implementation
4 - good implementation
5 - full implementation
NA - not applicable

COMMENTARY

Excerpts from "Essentials of the Social Studies", National Council for the Social Studies. Citizen participation in public life is essential to the health of our democratic system. Effective social studies programs help prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world. Organized according to professionally designed scope and sequence, such programs:

1. Begin in pre-school and continue throughout formal education and include a range of related electives at the secondary level.

2. Foster individual and cultural identity.

3. Include observation of and participation in the school and community as part of the curriculum.

4. Deal with critical issues and the world as it really is.

5. Prepare students to make decisions based on American principles.

6. Demand high standards of performance and measure student success by means that require more than the memorization of information.

7. Depend on innovative teachers broadly prepared in history, the humanities, the social sciences, educational theory and practice.

8. Involve community members as resources for program development and student involvement.

9. Lead to citizenship participation in public affairs.

I. ADMINISTRATION

District Level

1.1 The school district has a staff member or a committee that is responsible for coordination of the K-12 Social Studies Program.....1 2 3 4 5 NA

1.2 The district has a working committee responsible for evaluating the social studies curriculum and making recommendations and decisions concerning the program. The committee consists of teachers, administrators, students, parents and community citizens.....1 2 3 4 5 NA

1.3 The school district recruits and uses community resource people and organizations representing many points of view, a variety of abilities, and a mixture of cultures and nationalities.....1 2 3 4 5 NA

1.4 The school district has an established process for disseminating information about the social studies program to parents and the community.....1 2 3 4 5 NA

1.5 A specific block of time is allocated for social studies instruction at all grade levels. K-5, 120 minutes per week; grades 6-8, 45 minutes daily; grades 9-12, 60 minutes daily for specific courses ....1 2 3 4 5 NA

1.6 Teachers and others concerned with social studies education in the schools have competent consultants available.....1 2 3 4 5 NA

1.7 Administrators and teachers are acknowledgeable regarding the recommended Program of Study for Kentucky Schools, K-12, "Social Studies Section". They can justify what is and what is not taught.....1 2 3 4 5 NA

1.8 The K-12 Social Studies Curriculum is systematically reconsidered and revised on a periodic basis.....1 2 3 4 5 NA

1.9 The district bases decisions upon what is best for students.....1 2 3 4 5 NA

1.10 The school district has adopted a material selection policy which is used in selecting social studies materials. The policy includes the process of material selection, the composition of selection committees, and the criteria used in evaluating materials.....1 2 3 4 5 NA

School Level

1.11 The organization and role of the social studies department is clearly defined in the administrative policies and objectives for the school.....1 2 3 4 5 NA

1.12 A social studies chairperson is designated and receives additional planning time for performing responsibilities as defined by a job description.....1 2 3 4 5 NA

1.13 The social studies department provides leadership development by rotating the chairperson among the members.....1 2 3 4 5 NA

1.14 A social studies budget is administered by the social studies chairperson to provide funds for buying, renting, and repairing instructional materials and equipment.....1 2 3 4 5 NA

1.15 No more than 20% of the teaching personnel serving social studies are part-time teachers.....1 2 3 4 5 NA

II. PHILOSOPHY AND OBJECTIVES:

2.1 The basic purposes of the Social Studies curriculum is clearly related to the school philosophy.....1 2 3 4 5 NA

2.2 The organization and role of the social studies department is clearly defined in a written statement of philosophy and objectives which is up-to-date, lucid, realistic, and known to the faculty.....1 2 3 4 5 NA

2.3 General statements of basic and long-range goals are translated into more specific objectives conceived in terms of knowledge, democratic beliefs, thinking skills, participation skills, and civic action.....1 2 3 4 5 NA

2.4 Classroom instruction relies upon statements which identify clearly what students are to learn; learning activities and instructional materials are appropriate for achieving the stated objectives.....1 2 3 4 5 NA

2.5 Classroom instruction enables students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.....1 2 3 4 5 NA

2.6 Social Studies classes are heterogeneously grouped to maintain a microcosm of the school community and to facilitate the mainstreaming

of both handicapped and gifted students.....1 2 3 4 5 NA

2.7 Students are involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curriculum outcomes.....1 2 3 4 5 NA

III. CLASS LOAD

3.1 The average ratio of pupils to teachers in social studies shall not exceed 28-1 if students are to be actively involved in the learning process.....1 2 3 4 5 NA

3.2 Equitable class loads for teachers and maximum learning effectiveness for students dictate that no teacher shall be assigned more than 140 pupil contacts per day.....1 2 3 4 5 NA

3.3 Teachers are provided released time for class preparation and conferences with parents and students.....1 2 3 4 5 NA

IV. TEACHER QUALIFICATIONS

4.1 All social studies teachers have a Bachelor's Degree and are assigned to teach in their major field of preparation.....1 2 3 4 5 NA

4.2 Fifty percent of the social studies teachers hold an advance degree or have completed a fifth year program.....1 2 3 4 5 NA

4.3 The social studies teachers have a comprehensive background in the social studies which includes an introduction to as broad a spectrum of history, the humanities, and the social sciences as is practicable.....1 2 3 4 5 NA

4.4 The social studies teachers have preparation in the methods of teaching the social studies, including the study of theories of teaching social studies, the preparation and evaluation of instructional objectives, instructional materials, teaching strategies, and evaluative devices.....1 2 3 4 5 NA

4.5 The social studies teachers have had prior experience or are currently involved in nonschool activities such as travel, social welfare work, research, governmental work, or political activity.....1 2 3 4 5 NA

4.6 The social studies teachers participate in the preparation of courses of study, selection of textbooks, reference and library materials, and other instructional materials.....1 2 3 4 5 NA

4.7 The social studies teachers participate regularly in evaluation of the social studies curriculum, instructional materials, and teaching methods.....1 2 3 4 5 NA

4.8 The social studies teachers have continued their study of the subject or subjects they are teaching by reading books dealing with the subjects and by regularly reading scholarly articles dealing with the subject(s).....1 2 3 4 5 NA

4.9 The social studies teachers have continued their study of contemporary affairs by reading books concerning contemporary affairs and by regularly reading current news and opinion magazines.....1 2 3 4 5 NA

4.10 Each teacher's qualifications, specialities, strengths, weaknesses, and preferences are considered when the master schedule is made.....1 2 3 4 5 NA

V. CURRICULUM ESSENTIALS

Exemplary social studies programs contribute not only to the development of students' capacity to read and compute, but also link knowledge and skills with an understanding of and commitment to democratic principles and their application.

A. Knowledge (Commentary)

Students need knowledge of the world at large and the world at hand, the world of individuals, and the world of institutions, the world past, the world present and future. An exemplary social studies curriculum links information presented in the classroom with experiences gained by students through social and civic observation, analysis and participation.

Classroom instruction which relates content to information drawn from the media and from experience focuses on the following areas of knowledge:

5.1 History and culture of our nation and the world.....1 2 3 4 5 NA
5.2 Geography - physical, political, cultural and economic.....1 2 3 4 5 NA
5.3 Government - theories, systems, structures and processes.....1 2 3 4 5 NA

5.4 Economics - theories, systems, structures and processes.....1 2 3 4 5 NA

5.5 Social institutions - the individual, the group, the community and the society.....1 2 3 4 5 NA

5.6 Intergroup and interpersonal relationships.....1 2 3 4 5 NA

5.7 World-wide relationships of all sorts between and among nations, races, cultures, and institutions.....1 2 3 4 5 NA

From this knowledge base, exemplary programs teach skills, concepts and generalizations that can help students understand the sweep of human affairs and ways of managing conflict consistent with democratic procedures.

B. DEMOCRATIC BELIEFS (Commentary)

Fundamental beliefs drawn from the Declaration of Independence and the United States Constitution with its Bill of Rights form the basic principles of our democratic constitutional order. Exemplary school programs do not indoctrinate students to accept these ideas blindly, but present knowledge about their historical derivation and contemporary application essential to understanding our society and its institutions. Not only should such ideas be discussed as they relate to the curriculum and to current affairs, they should also be mirrored by teachers in their classrooms and embodied in the school's daily operations.

These democratic beliefs depend upon such practices as due process, equal protection and civic participation, and are rooted in the concepts of:

5.8 Justice.....1 2 3 4 5 NA
5.9 Equality.....1 2 3 4 5 NA
5.10 Responsibility.....1 2 3 4 5 NA
5.11 Freedom.....1 2 3 4 5 NA
5.12 Diversity.....1 2 3 4 5 NA
5.13 Privacy.....1 2 3 4 5 NA

C. THINKING SKILLS (Commentary)

It is important that students connect knowledge with beliefs and action. To do that, thinking skills can be developed through constant systematic practice throughout the years of formal schooling. Fundamental to the goals of social studies education are those skills which help assure rational behavior in social settings.

In addition to strengthening reading and computation, there is a wide variety of thinking skills essential to the social studies which can be grouped into four major categories:

5.14 Data Gathering Skills. Learning to:
- -Acquire information by observation
- -Locate information from a variety of sources
- -Compile, organize, and evaluate information
- -Extract and interpret information
- -Communicate orally and in writing.....1 2 3 4 5 NA

5.15 Intellectual Skills. Learning to:
- -Compare things, ideas, events, and situations on the basis of similarities and differences
- -Classify or group items in categories
- -Ask appropriate and searching questions
- -Draw conclusions or inferences from evidence
- -Arrive at general ideas
- -Make sensible predictions from generalizations.....1 2 3 4 5 NA

5.16 Decision Making Skills. Learning to:
- -Consider alternative solutions
- -Consider the consequences of each solution
- -Make decisions and justify them in relationship to democratic principles
- -Act, based on those decisions.....1 2 3 4 5 NA

5.17 Interpersonal Skills. Learning to:
- -See things from the point of view of others
- -Understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relations with others
- -Use group generalizations without stereotyping and arbitrarily classifying individuals
- -Recognize value in individuals different from one's self and groups different from one's own
- -Work effectively with others as a group member
- -Give and receive constructive criticism
- -Accept responsibility and respect the rights and property of others.....1 2 3 4 5 NA

D. PARTICIPATION SKILLS (Commentary)

As a civic participant, the individual uses the knowledge, beliefs, and skills learned in the school, the social studies classroom, the community, and the family as the basis for action.

Connecting the classroom with the community provides many opportunities for students to learn the basic skills of participation, from observation to advocacy. To teach participation, social studies programs need to emphasize the following kinds of skills:

5.18 Work effectively in groups - organizing, planning, making decisions, taking action.....1 2 3 4 5 NA
5.19 Form coalitions of interest with other groups.....1 2 3 4 5 NA
5.20 Persuade, compromise, bargain.....1 2 3 4 5 NA
5.21 Practice patience and perseverance in working for one's goal.....1 2 3 4 5 NA
5.22 Develop experience in cross-cultural situations.....1 2 3 4 5 NA

E. CIVIC ACTION (Commentary)

Social studies programs which combine the acquisition of knowledge and skills with an understanding of the application of democratic beliefs to life through practice at social participation represent an ideal professional standard. Working to achieve that ideal is vital to the future of our society. However, even if excellent programs of social studies education were in place, there would often remain a missing element - the will to take part in public affairs. Formal education led by creative and humane teachers can provide the knowledge, the tools, the commitment for a thoughtful consideration of issues and can even stimulate the desire to be active. But to achieve full participation, our diverse society must value and model involvement to emphasize for young people the merit of taking part in public life.

5.23 The curriculum integrates local and state heritage, issues and personalities throughout the K-12 curriculum.....1 2 3 4 5 NA

5.24 The curriculum focuses upon inter-relating issues that affect the community, nation, and world.....1 2 3 4 5 NA

5.25 The curriculum emphasizes pervasive and enduring issues, i.e., racism, sexism, world resources, nuclear pollution, and ecological imbalance.....1 2 3 4 5 NA

5.26 The curriculum provides opportunities for students to examine issues and problems for the probable, possible, and preferred tomorrows.....1 2 3 4 5 NA

5.27 The curriculum incorporates multi-ethnic/ multi-cultural perspectives at each level K-12 and offers opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.....1 2 3 4 5 NA

5.28 The curriculum provides opportunities for students to participate in volunteer service, internships, community studies, and student projects to improve the home, school, or community.....1 2 3 4 5 NA

V. CURRICULUM

F. Nature of Offerings

5.29 The social studies curriculum is in compliance with the requirements of the Program of Studies in Kentucky Schools, K-12, "Social Studies Section"....1 2 3 4 5 NA

5.30 One unit in Citizenship and one unit in U.S. History are required for graduation from high school.....1 2 3 4 5 NA

-The citizenship unit is in compliance with the Guidelines for Citizenship 2205.....1 2 3 4 5 NA

-The U.S. History unit focuses on 20th Century U.S. History, including Problems of Democracy.....1 2 3 4 5 NA

5.31 The social studies program exceeds the minimum course offering of:

Level 1 Citizenship 2205.....1 2 3 4 5 NA
Level 2 World Civilization (Modern World Cultures)...1 2 3 4 5 NA
Level 3 U.S. History (20th Century Focus).....1 2 3 4 5 NA

5.32 Enrichment/elective social studies courses appropriate to the pupil's ability and interest are offered on four levels as needed and drawn from the following disciplines/topics:.....1 2 3 4 5 NA

- Basic Economics
- Sociology
- Geography
- World Civilization: (Modern World Cultures)
- International Studies: Global Issues, Area Studies
- Anthropology
- Psychology
- Humanities & including: Philosophy, Religions, Law/Jurisprudence
- Functional Social Studies for Exceptional Children
- Political Science

5.33 The social studies instruction follows a scope and sequence developed by the system for its total social studies program, K-12 which indicates the following:.....1 2 3 4 5 NA

_____written scope and sequence

_____units of study and teacher lesson plans

_____pupil assessment and appropriate placement

_____above components are reviewed every five years

5.34 The secondary social studies curriculum builds on the middle school curriculum, which follows:.....1 2 3 4 5 NA

____6th grade, World Geography (Physical & Economic)

____7th grade, World Civilization (Ancient Times)

____8th grade, American History (Interrelating state and national history prior to 1900)

5.35 The middle school social studies curriculum builds on the elementary school social studies curriculum, which follows:

____Kindergarten, Local Environment Studies

____Grade 1, Family, School and Community Life

____Grade 2, Community Studies

____Grade 3, Cities; Urban Life

____Grade 4, Contemporary Kentucky (physical, political, economic, and cultural)

____Grade 5, Early History of Kentucky and the United States

5.36 The current state mandated instructional programs (career, consumer, character, alcohol and drug, and environmental education) are an integral part of the social studies curriculum as evidenced in the scope and sequence, and lesson plans.....1 2 3 4 5 NA

5.37 The curriculum includes the study of the historic, geographic, and economic development of Kentucky with emphasis on the relationship of the state to the region, the United States, and to the world.....1 2 3 4 5 NA

5.38 Study guides and courses of study provide for a range of reading ability among students, and contain suggestions to teachers for individualizing assignments.....1 2 3 4 5 NA

5.39 Individual instruction or special classes are available to the gifted students.....1 2 3 4 5 NA

5.40 Social studies teachers routinely provide programming assistance to special education instructors to meet the social studies needs of special student populations.....1 2 3 4 5 NA

5.41 Students have choices within the social studies courses to meet their goals, needs, and concerns.....1 2 3 4 5 NA

G. INSTRUCTIONAL ACTIVITIES

5.42 Students have a wide range of learning activities appropriate to the objectives of the social studies curriculum and appropriate to the student's abilities and interests.....1 2 3 4 5 NA

Activities include, but are not limited to, such things as: (check those used)

____collecting and interpreting raw data
____using reference tools
____role playing
____hearing and questioning speakers
____expressing ideas through writing and speaking
____analyzing case studies
____applying art, music and other media
____working on community projects
____conducting investigations
____simulating and gaming
____taking field trips
____reading and interpreting information
____comparing viewpoints, and making judgements

5.43 Instructional activities are varied and flexible in order to accommodate the different learning styles of students. Teachers recognize that some students learn better through oral means, others through tactile means, still others through visual means. Teachers are trained to plan activities which consider these and other learning style differences.....1 2 3 4 5 NA

5.44 The social studies classroom climate supports the student's self-respect. Learning activities which examine values, attitudes, and beliefs are conducted in a way that respects each student's individual right.....1 2 3 4 5 NA

5.45 Learning activities stimulate students to investigate and appreciate the problems of people in today's world. Current events are a basis for planning instructional activities.....1 2 3 4 5 NA

5.46 Instructional activities focus on the range of thinking skills. Strong emphasis is given to logical and creative thinking, problem-solving and decision-making skills, writing and speaking skills.....1 2 3 4 5 NA

5.47 Instructional activities are, in fact, active. Students are involved in learning, not merely acting as passive receptacles for information.....1 2 3 4 5 NA

5.48 Frequent opportunities are provided for experience in democratic procedures:

____class meetings
____Student Government
____legislative debates
____moot courts
____mock trials
____surveys
____polls
____committee meetings
____value analysis
____moral dilemmas
____due process

5.48 Careful planning and preparation for instructional activities are evident.....1 2 3 4 5 NA

5.49 A variety of instructional techniques are used (check those used):.....1 2 3 4 5 NA

____Individual and committee reports
____Panel discussions
____Lectures
____Class discussion
____Simulation
____Role-playing
____Large-group instruction
____Small-group instruction (seminars of 15 or fewer students)
____Independent study
____Team teaching
____Case studies
____Projects

5.50 Students make extensive use of the library and of community resources.....1 2 3 4 5 NA

5.51 Controversial issues are recognized and reflectively analyzed in an atmosphere of free inquiry.....1 2 3 4 5 NA

5.52 Instruction is related to contemporary affairs.....1 2 3 4 5 NA

5.53 Instructional activities relate work in social studies to work in other fields.....1 2 3 4 5 NA

5.54 Students with social studies aptitude have counseling available about the possibilities of continuing in advanced social studies courses in high school.....1 2 3 4 5 NA

5.55 The teacher respects the student's right to hold points of view that differ from his own.....1 2 3 4 5 NA

5.56 The responsibilities and duties as well as the rights of the individual are stressed.....1 2 3 4 5 NA

5.57 Through analysis of conflicting ideologies and the identification of common elements among them, the student is helped to understand the moral values underlying our social, political, and economic heritage.....1 2 3 4 5 NA

5.58 Classroom activities use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.....1 2 3 4 5 NA

VI. INSTRUCTIONAL MATERIALS

Commentary:

A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.

6.1 The social studies classroom is a learning laboratory with a variety of media for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.....1 2 3 4 5 NA

6.2 Instructional materials in general classroom use include the following:.....1 2 3 4 5 NA
(check those available)

____Bulletin boards that teach
____Books from the library related to unit of study
____Current newspapers and periodicals
____Pamphlets, posters, pictures, clippings, etc.
____Maps, charts, atlases, and globes
____Tapes, records
____Films, filmstrips, and film loops
____Dictionaries
____World Almanacs
____Encyclopedia
____Artifacts

6.3 Social studies classrooms draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.....1 2 3 4 5 NA

6.4 The department maintains a readily available file of resource persons, units and materials.....1 2 3 4 5 NA

6.5 The school district provides a comprehensive, organized, and current collection of library resources, staffed by a professional librarian which supports the Social Studies curriculum.....1 2 3 4 5 NA

6.6 Library resources are regularly used by staff and students.....1 2 3 4 5 NA

6.7 Social studies materials represent a variety of viewpoints.....1 2 3 4 5 NA

6.8 The collection includes recent works from all the social science disciplines.....1 2 3 4 5 NA

6.9 Newspapers and periodicals present a wide range of editorial opinion.....1 2 3 4 5 NA

6.10 The collection includes documents and other primary source material.....1 2 3 4 5 NA

6.11 Instructional materials provide for different levels of student ability and different cultural backgrounds.....1 2 3 4 5 NA

6.12 Study guides, assignment sheets, and bibliographies have been prepared and are available to the students.....1 2 3 4 5 NA

6.13 Instructional materials are adequate to meet the departmental objectives.....1 2 3 4 5 NA

6.14 There is evidence that students and teachers are making use of the variety of instructional materials available to them.....1 2 3 4 5 NA

6.15 Learning centers are used to motivate students individually and in small groups to use materials.....1 2 3 4 5 NA

VII. EVALUATION

Evaluation of Student Learning

7.1 Students are evaluated not only on knowledge, but also on their skills in thinking, writing, speaking, interpreting, and participating. Measurement goes beyond paper and pencil test to analyze the student's skills in a variety of ways:.....1 2 3 4 5 NA

____Directed observations	____Work samples
____Interest inventories	____Projects
____Rating scales	____Self-appraisal checklists
____Individual conferences	____Journals
____Questionnaires	____Essays

7.2 Evaluation procedures measure various levels of student cognition, such as knowledge, comprehension, application, analysis, synthesis, and evaluation.....1 2 3 4 5 NA

7.3 Procedures are undertaken to measure student growth in skills appropriate to the social studies.....1 2 3 4 5 NA

7.4 Procedures are undertaken to measure student growth in the affective domain (i.e., the development of attitudes, values, and beliefs).....1 2 3 4 5 NA

7.5 Efforts are made to evaluate the students' ability in learning situations, both group and individual activities.....1 2 3 4 5 NA

7.6 Evaluation of pupil progress is continuous, not merely an event at the end of the marking period. Evaluation results are used to guide and direct each student's subsequent learning. Reporting learning results to students and parents consists of more than just a grade. Specific reports on pupil skills are presented.....1 2 3 4 5 NA

7.7 Students' progress is reported in positive terms with emphasis on achieving success and growth in learning. "Failure" is considered a basis for development, not a permanent condition.....1 2 3 4 5 NA

7.8 Efforts are made to improve construction and scoring for teacher-made tests.....1 2 3 4 5 NA

7.9 Teachers use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly.....1 2 3 4 5 NA

7.10 Standardized tests with nationwide norms are used to compare the progress of students in this school with the students in the norm population.....1 2 3 4 5 NA

7.11 Teachers have the opportunity to share opinions and information about courses, evaluative instruments, and procedures with their colleagues.....1 2 3 4 5 NA

7.12 Administrators are committed to constant and vigorous evaluation of teachers' skills and instructional activities in order to improve and develop the curriculum.....1 2 3 4 5 NA

7.13 Teachers and administrators review evaluation materials carefully to avoid discrimination and cultural bias.....1 2 3 4 5 NA

7.14 Evaluation data is collected on:.....1 2 3 4 5 NA

__Attitudes students have about social studies

__The failure rate and its causes

__Follow-up data on work by former students

__Achievement and/or college entrance test data

__Relevancy of the course content to the varying goals of the students

VIII. FACILITIES

8.1 The social studies classroom has a stimulating intellectual environment supportive of the unit of study. Learning centers, bulletin boards, table displays, reference books and projects related to the theme or topic motivate the learner.....1 2 3 4 5 NA

8.2 Each social studies teacher has the same classroom assigned for the entire day.....1 2 3 4 5 NA

8.3 Every social studies teacher who relinquishes his or her room during planning period has a quite, private area in which to work.....1 2 3 4 5 NA

8.4 Social Studies classrooms are clustered in the building, preferably close to the library.....1 2 3 4 5 NA

8.5 Each classroom is equipped for K.E.T. reception.....1 2 3 4 5 NA

8.6 There are adequate storage facilities for equipment and supplies.....1 2 3 4 5 NA

8.7 Each classroom has adequate storage space for the teacher, including a cabinet and desk that lock.....1 2 3 4 5 NA

8.8 The social studies instructional space provides for a variety of instructional activities (check those available):.....1 2 3 4 5 NA

___Large lecture rooms with the equipment necessary for large-group presentations, such as public address system, movie screen, overhead projector, desks or tables.

___Seminar rooms for small-group discussion.

___Work rooms where students have the facilities for working on social studies projects.

___Conventional classrooms which accommodate 25-35 students.

___Material resources center containing social studies materials and reading and study space.

___Independent study facilities.

___Conference rooms for use by teachers, parents, and students.

___Departmental or individual offices.

8.9 The following equipment is available:.....1 2 3 4 5 NA
(check if available)

___Bookshelves
___Magazine racks
___Display tables
___Television
___16-mm. projector
___Overhead projector
___Other audio-visual equipment such as opaque projector, filmstrip projector, tape recorder, record player, and darkening blinds
___Map rails and racks
___Bulletin and chalk boards
___Copying machines
___Typewriters
___Paper cutters

IX. PROFESSIONAL GROWTH

Professional Growth Experiences

9.1 The school district has a system-wide, continuous, comprehensive, and varied program of staff development experiences for teachers to foster professional competence in social studies education.....1 2 3 4 5 NA

9.2 Each full time social studies teacher has been actively involved in at least one in-service day annually which was related specifically to social studies.....1 2 3 4 5 NA

9.3 Social studies teachers are routinely canvassed to ascertain their interests and needs for professional growth via inservice programs.....1 2 3 4 5 NA

9.4 Social studies teachers participate regularly in activities which foster their professional competence in social studies education: in workshops, or inservice classes, or community affairs, or in reading, studying and travel.....1 2 3 4 5 NA

9.5 Social studies teachers are active in professional organizations.....1 2 3 4 5 NA

9.6 The atmosphere within the department is conducive to the professional growth of its members.....1 2 3 4 5 NA

(Professional Library)

9.7 Staff development is supported by a professional library of current books and periodicals on teaching Social Studies. These materials are accessible to all teachers.....1 2 3 4 5 NA

9.8 The professional library includes subscriptions to at least two national level professional journals in social studies (Social Education, Social Studies, Today's Education - Social Studies Edition, Theory Into Practice, Media and Methods, Phi Delta Kappan, Educational Leadership, etc.).....1 2 3 4 5 NA

SOCIAL STUDIES SEQUENCE

(For details see Program of Study - pages 51-64)

Grade	
Ktg.	Local Environment Studies (Kentucky)
1st	Family, School, and Community Life (Kentucky)
2nd	Community Studies (Kentucky counties)
3rd	Cities (Kentucky) and City Communities Around the World
4th	Our State (Kentucky) - a study of the historical, geographic, economic and social development of Kentucky with emphasis on the relationship of the state to the region, the United States, and to the world.
5th	American Studies - How the United States Became a Nation - the discovery and exploration of America to 1776.
6th	Our World - Geographic and economic study of the major regions of the world.
7th	World Civilization (World Cultures) Ancient times to 1500's.
8th	American History and Government (Interrelating state and national history and government) emphasis on the period 1776 - 1900.
9th	Citizenship 2205 (Required) A multidisciplinary study of civic issues (local, state, national and international) involving law, human rights, economics, political science, values, attitudes, and commitments.
10th	World Civilization 2246 - (Modern Times 1500 to the present and projections for the future) Four important themes to be included are cultural change, growth of science and technology, tradition and revolution, and interdependence.
11th	U.S. History 2243 (Required) 1900 - present Emphasis on 20th Century U.S. History including Problems of Democracy.
12th	Electives:

Basic Economics 2281	Credit: ½ or 1
Humanities 2219	½ or 1
Sociology 2261	½ or 1
Global Issues (International Education)	½ or 1
Psychology 2207	½ or 1
Anthropology 2262	½ or 1
Political Science 2271	½ or 1
Human Geography 2221	½ or 1

NOTE: Functional Social Studies - (Special education for the secondary school grades)